

THESIS

**IMPROVING STUDENTS' READING COMPREHENSION USING
RECIPROCAL QUESTIONING TECHNIQUE**

*(A Classroom Action Research in SMK Diponegoro Salatiga in 2007/2008
Academic Year)*



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ABSTRACT

ANI AFIDA. *Improving Students' Reading Comprehension Using Reciprocal Questioning Technique (A Classroom Action Research in SMK Diponegoro Salatiga in 2007/2008 Academic Year)*. Thesis. Surakarta. English Education, Graduate School, Sebelas Maret University, 2008.

This thesis is aimed to know whether reciprocal questioning technique can improve students' reading comprehension or not, what happens if reciprocal questioning technique is used in teaching reading practices, and the strengths and weaknesses of reciprocal questioning technique when it is used to teach reading.

The research was done in SMK Diponegoro Salatiga from November 2007 to August 2008. The subject of the study was the first year students of Accounting Program consisting of 44 students. It was a classroom action research. The researcher did some steps for each cycle. They were planning, action, observation, and reflection. In collecting the data, the researcher applied several techniques including observation, field notes, interview, questionnaire, and test. To analyze the test, the researcher used descriptive statistics including the average scores and students' score categories. Besides that, the researcher used t-test for non independent to compare the scores before and after treatments. To analyze the qualitative data, the researcher used flow model analysis that draws the conclusions from available data. She observed the students' response in teaching learning process supported by field notes, interview, and questionnaire and finally, she drew the conclusion.

The research findings showed that the students had problems related to their inability to differentiate between *WH* and *yes/no questions*. The other problems were related to the components of reading comprehension, they were the problems in identifying main idea, detail, vocabulary, and making inference. In the beginning, the students were not aware to make certain types of questions during reciprocal questioning process. Therefore, the researcher focused on maximizing the students' awareness to make the types of questions that they usually omitted by using herringbone scheme. In result, the students were more highly interested and interactive in making reciprocal questions in all types of questions. For that reason, herringbone technique was able to stimulate students to do reciprocal questioning better. Based on t-test, it could be concluded that there was significant improvement between pretest and posttest.

In conclusion, reciprocal questioning technique is empirically able to improve students' reading comprehension. However, reciprocal questioning technique has its own strength and weakness. Reciprocal questioning technique stimulated students to be autonomous and active readers. Moreover, the students could predict what questions that probably occurred in the task after reading. On the other hand, reciprocal questioning is less effective for the passive learners who prefer reading by themselves without trying to make questions while reading the texts.

In short, it is recommended to the teachers to use reciprocal questioning technique in teaching reading comprehension, so that it can be students' own reading strategies in order to catch their own reading comprehension.

PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “**Improving Students’ Reading Comprehension Using Reciprocal Questioning Technique** (*A Classroom Action Research in SMK Diponegoro Salatiga in 2007/ 2008 Academic Year*)”. It is not plagiarism or made by others. Anything related to other’s works is written in quotation, the source of which is listed on bibliography.

If, then, this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, August 18th, 2008

Ani Afida

MOTTO

*Cukuplah kemuliaan bagi perempuan bahwa ibunda
nabi Muhammad S.A.W adalah seorang perempuan*

DEDICATION

The writer dedicates this thesis to:

*Her beloved husband, Arif Sufyani for his immeasurable
sincere prayer, patience and support.*

*Her unbounded thanks are presented to her parents and
parents-in-law for their everlasting love.*

It is due to them that the writing's spirit is never extinct.

ACKNOWLEDGEMENT

Alkhamdulillahi robbil 'alamin, all highest praises and thanks are honestly given to Allah SWT. Through His blessing and guidance, the writer was able to accomplish her thesis entitled “Improving Students’ Reading Comprehension Using Reciprocal Questioning Technique (*A Classroom Action Research in SMK Diponegoro Salatiga in 2007/ 2008 Academic Year*)” successfully.

The writer’s immeasurable gratitude is addressed to Prof. Drs. Suranto, M.Sc, Ph.D as the Director of Graduate School and Dr. Ngadiso, M.Pd as the Head of English Education of Graduate School for their kindness in assisting and facilitating the writer to be able to finish her hard assignment. To her honorable thesis consultants, Dr. Ngadiso, M.Pd and Drs. Abdul Asib, M.Pd for their valuable guidance, encouragements, suggestions, and criticisms during the process of this thesis accomplishment, so that the writer could finish this thesis smoothly.

The writer also would like to thank to Headmaster of SMK Diponegoro Salatiga, Drs. Joko Anis Suwanto, M.Pd, the researcher’s collaborator in doing this research, Endang Gurino, S.Pd., and the students of SMK Diponegoro Salatiga who have done the writer’s favor so that the writer could finish this thesis enjoyably.

The writer realizes that this thesis is far from being perfect. Therefore, she hopes criticisms and suggestions from the readers for the sake of this thesis betterment and the development of the writer’s knowledge. Finally, it is hoped

that this thesis will be valuable and useful for the readers who want to improve their reading comprehension using reciprocal questioning technique.

Surakarta, August 10th, 2008

Ani Afida

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading comprehension is extremely important because it gives the big contribution to students to perform their communication skill better. In other words, by having low ability in understanding texts, students will find difficulties to master language skills, since reading comprehension is crucial for understanding and communicating in a written form. In their daily life, students are always related to the written or printed words, for instance: text books, magazines, newspapers, announcements, letters, even advertisement. By reaching good reading comprehension, the students can catch the information given by the writer well.

Even though reading comprehension is extremely crucial, students' reading comprehensions in SMK Diponegoro Salatiga are still unsatisfying. It can be seen from their pretest scores which average score was 48 and it could be categorized into fair score. Besides that, based on the students' field notes given by the researcher before treatment, they have low motivation in joining teaching leaning process. In their spare time, they are unaccustomed to reading English texts except if only there is an assignment from their teacher to read outside class time. In this case, it may be caused by not knowing the technique that can help them to comprehend the texts easily. Dealing with this problem, the researcher concludes that the attempt to improve reading comprehension in SMK Diponegoro Salatiga is needed.

Whereas, teaching reading comprehension is not easy. Some students perceive that reading is boring. The boredom can lead the students to have low motivation in doing the activity. Consequently, teachers should pay attention to how to make reading comprehension activities more amusing and optimally understandable. Generally, during silent reading, students do not have chance to do something which helps them reaching comprehension faster. By inserting the interesting activities before, during reading, and after reading, the boredom may be prevented. In addition, students can get the clues in order to evaluate whether messages they caught are true or false. By doing so, they will be more ready and confident to answer the questions after reading.

Every student in the class has different background knowledge and ability. It is impossible for them to have the same experience of life and ability even if they live in the same place and time. As a result, the students have different schemata and the schemata influence students' reading comprehension. In reading process, the students should not only pay attention to every word, phrase, and sentence but also their schemata. Based on a study by Pearson and others in Burns (1990: 149), the researchers found that background knowledge had more effect on understanding of implied (implicit) than on explicit (directly stated) information. It can be inferred that the students who have the lack of schemata usually have difficulties to comprehend the text, especially in inferential comprehension.

There are some students who have tried to comprehend the text by reading it many times but they fail. There is no enjoyment while reading because

they do not know its meaning. In other words, they have insufficient vocabularies in their mind. Whereas, Jones in Burns (1990: 152) states that the growth of vocabulary is essentially the development of labels for the students' schemata because the students must call upon their existing schemata to comprehend, so vocabulary is an important component of comprehension skill. So, the students cannot find good impressions from the text they read and they do not know what they read for.

Moreover, there are some students interested in reading because they find the enjoyment while reading. Besides that, they have sufficient vocabularies and also they know what they read for. Considering these differences, the teacher should supply the students with sufficient vocabularies and make them aware of the kinds of text they read. Besides that, they should pay attention to which information they look for, for instance whether they want to find the general understanding or detailed information. In addition, they should be aware of the purpose of reading whether reading for enjoyment or a test.

There are other indications which show the weaknesses of students' reading comprehension. For example: while reading, many students usually focus on the way they spell the words only, not in constructing the words meanings. In addition, many teachers evaluate only oral reading and believe that their students do not have reading problem. If they are asked the questions after silent reading, they will find that the students do not comprehend what they have read. As a result, the teachers should consider that they should do some tasks for measuring the students' reading comprehension.

Another problem that most of the students encounter is their low motivation in joining teaching learning process. Some students always give up and do not try to solve the problems they face while reading because they do not think that the problem they face is a challenge. In addition, one of the students' problems in reading comprehension is understanding the main idea. If the students have known the main idea, they usually understand the substance of paragraph. Finding main idea is not easy because it requires the analysis of the text step by step. In addition, some main ideas are indirectly stated. The students should determine it by discovering the topic to which all of the stated details are related. For some students, it is confusing. As a result, they do not like reading.

The teacher often motivates students to read frequently by asking them to read after arriving home from school. The teacher merely tells them "*Read this article for tomorrow!*". This technique gives students little chance to remember everything they read because they do not know what they read for. In other words, they do not have purposes in reading. For this reason, the teacher should set some purposes in reading certain text by giving them some questions. It allows them to know that they are reading to determine main ideas, detailed information, understand vocabulary terms, or some other defined goals. By doing so, students can apply themselves to a manageable task. In this case, the teacher should use different types of purposeful questions in order to develop students' ability to read for a variety of purposes.

Basically, evaluating students' reading comprehension is not only done after reading the whole text but also while they are reading. While reading,

students can predict the questions that will appear in certain sentences. By making questions whose answer are in the sentences they have read, they can catch complete comprehension. In addition, in the previous observation, the researcher found that students could not construct the questions well and even they were not aware to differentiate between WH/H- and yes/no questions. For example, they said: “*What she work?*” to ask the occupation that should be “*Does she work?*”.

Moreover, the students had limited vocabularies. They often asked the words that had been given by the teacher before, for instance the word “*Embarrassing*”. The students had been introduced to this word when they were learning about expressing feeling but they forgot its meaning while reading the text. It could prove that new vocabularies given by the teacher were not accepted by the students optimally yet. The intended vocabularies might be inefficiently kept in students’ minds because the students rarely used the intended words in their communication. In other words, by using intended words frequently, it might be kept longer in students’ minds.

In one hand, the students could answer the questions those the answers were explicitly stated in the texts well. In another hand, they could not answer to the implied one appropriately. While the teacher asked one of the students why she had chosen the wrong answer, She answered “*Because the sentence in the answer is almost similar to the sentence in the text*”. It could prove that the students could not differentiate whether the question needed the information which was directly or implicitly stated, and because they were not able to infer the messages in the text well. Based on this observation, it can be inferred that the

teacher should apply the technique that is appropriately able to solve such problems.

Unfortunately, there are some teaching techniques applied by the teacher in improving students' reading comprehension that make students feel stressed. It is caused by the perceptions that reading is the process of translation. By translating the sentences word by word, it will be extremely demanding and time consuming for the teacher to lead the students to reach comprehension. As a result, students are not fluent and have little recall of textual information because the students do not know enough about what they are reading. By doing so, it is time consuming because the students have to read many times to construct the meaning by combining each translated word into an idea. Such kind of difficulties will always exist if there is no effort from the students to solve their problem and no intention from the teacher to revise the teaching technique used. If it occurs in teaching learning process, the result will always be unsatisfying because students will not be able to develop their ability in improving their reading comprehension.

Besides that, most of teaching learning processes are teacher-centered which only allow the students to keep the information in the short-term memory. Therefore, the students only memorize the information that is asked in the section being learned. One of the ways to solve the problems is by using reciprocal questioning technique or ReQuest technique because in ReQuest technique, the students do the interactive process by asking their own questions about important information in the text and answering these questions using both textual and non-textual information. The textual information means that the answer can be found

in the text, meanwhile non-textual information means that the students should conclude by themselves, for examples: summarizing using main idea and supporting details, making the accurate prediction or comparing it with their personal experience.

If ReQuest technique is used frequently, the students will be accustomed to answering their teacher's questions to make the comprehension easier. Even when the teacher does not provide the purposeful questions, the students will be guided in the types of questions that the teacher used in the past. It is supported by Durkin in Burns (1990: 202) that the questions increase the comprehension because readers give more time to the material related to answering them.

In this case, the writer has not ever found that this study has been done in the previous study at least in UMS, UNES, and UNS. In this case, the writer thinks that her study is different from the others. Some researchers focused on genre-based approach in teaching reading at Senior High School, while the other focused on learning English using a certain media to improve students' reading comprehension. Based on the reason above, the writer is interested in carrying out research dealing with improving students' reading comprehension that is different from the previous ones.

From the discussion above, the writer is interested in carrying out a research dealing with reading comprehension using ReQuest technique because making reciprocal questions can make the students active learners even motivate them to learn outside the class and develop a critical thinking which requires gathering many facts and more information about the subject that should be

known. Due to the fact, in this research, the writer as the teacher brings forward the way of teaching reading using ReQuest technique. In addition, the technique is related to the students' level and involves them to learn actively. Hence, the writer has courage to conduct a study entitled "Improving Students' Reading Comprehension Using ReQuest Technique: A Classroom Action Research in SMK Diponegoro Salatiga in 2007/ 2008 Academic Year".

B. Problem Statement

This research concerns with the following problems:

1. Can ReQuest technique improve reading comprehension of the first year students of SMK Diponegoro Salatiga?
2. What happens if ReQuest technique is used to improve reading comprehension at the first year students of SMK Diponegoro Salatiga?
3. What are the strengths and the weaknesses of ReQuest technique when it is used to teach reading?

C. Objective of the Study

Based on the problem statement above the objectives of the study are:

1. To know whether ReQuest technique can improve reading comprehension of the first year students of SMK Diponegoro Salatiga.
2. To know what happens if ReQuest technique is used to improve reading comprehension at the first year students of SMK Diponegoro Salatiga.
3. To know the strengths and the weaknesses of ReQuest technique when it is used to teach reading.

D. Problems Limitation

In this research, the researcher only focuses on the attempt to improve students' reading comprehension using reciprocal questioning technique which is theoretically can improve students' reading comprehension. The researcher also limits the object of the research that is the first year students in SMK Diponegoro Salatiga in 2007/2008 academic year.

E. Benefit of the Study

Hopefully, this research can be useful to the students, the other teachers and the researcher herself. For the students, this research will enhance the students' reading comprehension because they are taught using the ReQuest technique that is theoretically effective for improving students' reading comprehension and through ReQuest technique, the students can make it as a strategy which helps them to have a better comprehension.

For the other teachers, they will get knowledge about teaching reading using ReQuest technique and the result of the research can be a useful input in English teaching learning process, especially for improving reading comprehension. In addition, students having different background knowledge which results in the different problems and different problem solving, through this research, the other teachers can make this research as the consideration to enrich their references in improving reading comprehension.

Finally, by conducting this research, the researcher will know whether reciprocal questioning technique is appropriate used in teaching reading or not. Besides that, the research method used in this research is classroom action

research which allows the researcher to make a reflection to what she has done in the classroom. By doing so, she can evaluate and make a remedial teaching, so that she can improve the way of teaching into the perfect one.

CHAPTER II

LITERATURE REVIEWING

In this chapter, the writer describes the concepts dealing with the research that is the concept of reading comprehension and the concept of ReQuest technique as the basic description in understanding the concepts used in this research.

A. Reading Comprehension

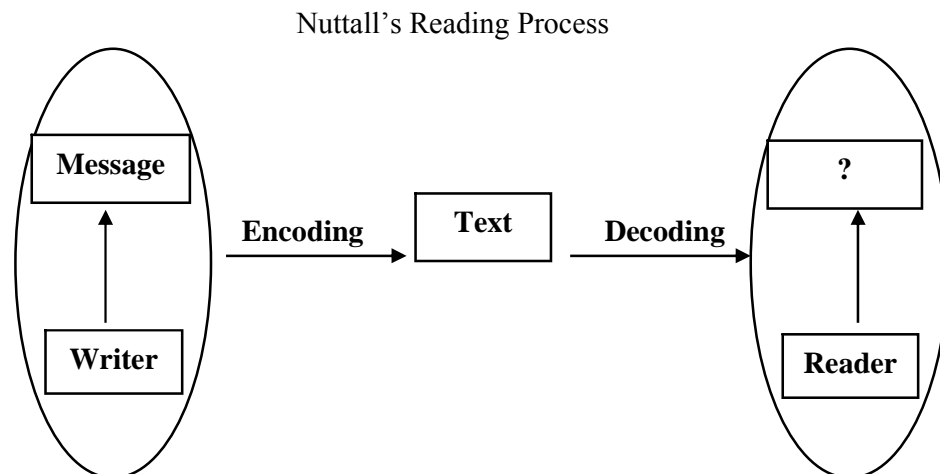
1. The Nature of Reading Comprehension

Before discussing the definition of reading comprehension, the researcher should begin by knowing what comprehension involves and how it relates to the entire reading process. Hornby (1995: 699) states that reading is the act of one who reads (looks at and is able to understand written or printed material). According to Rumelhart in Aebersold and Field (1997: 5) reading involves the reader, the text, and the interaction between the reader and the text. In addition, Clark and Silberstein (1987) in Simanjuntak (1988: 15) state that reading is the instantaneous recognition of various written symbol with existing knowledge and comprehension of the information and ideas communicated.

It means that when reader interacts with printed material, the reader's prior knowledge is combined with the visual (written) information. As a result, the messages are achieved. Therefore, reading is actually a sort of conversation between a writer and a reader. Author's message will be a means of communication if only the reader can react and interpret what the author actually

says or means. According to Nuttall (1996: 4), reading is the process of getting the messages from the text, and the process is:

Scheme 1



In this process, the writer has the message in mind (it may be an idea, a fact, a feeling, etc.) which she wants somebody else to share. To make it possible, she must put it into the words: that is, she must encode it. Once encoded, it is available outside her mind as a written text. A text is accessible to the mind of another person who reads it, and who might decode the message it contains. After being decoded, the message enters the mind of the decoder and the communication is achieved.

From those statements, it can be inferred that reading is a man's thought activity in the form of interaction between the reader and the text that is done attentively to understand a meaning of information presented to sense of sight in letters symbol shape and the signs.

Hornby (1995: 174) defines the word "comprehension" as the mind's act or power of understanding. Besides that, Kustaryo (1988: 12) states that comprehension involves understanding the vocabulary, seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating. Burns (1990: 151) states that the basic

comprehension units in reading are words, sentences, paragraphs, and whole selections. These units combine to form all written material students encounter. Furthermore, Howell (1993:182) writes that comprehension is the act of combining information in passages with prior knowledge in order to construct meaning. So, it is clear that reading involves a thinking process. And thinking itself is a basic component of comprehension. In this case, Grellet (1982: 3) states that reading comprehension is understanding a written text or extracting the required information from it as efficiently as possible.

From these definitions, it comes to conclusion that reading comprehension means the students' ability in understanding the message from the written materials they read, in other words, the students are not only hoped to know the word but also its meaning. Besides that, reading comprehension requires a person's ability in reading, finding information and understanding it in terms of what is already known. In this process, the reader emphasizes the importance of prior knowledge and reading skills in order to find information in the text. Reading comprehension itself not only deals with word and meaning but also the ability to create new ideas outside the material. It is the duty of the teacher to select which words and materials which are suitable taught to the students, so they will learn to comprehend the text more easily.

2. Levels of Reading Comprehension

Burns (1990: 177) divides reading comprehension into four levels. They are: literal comprehension, interpretive comprehension, critical reading, and creative reading. The first level is *literal comprehension*. The basis of literal

comprehension is recognizing stated main ideas, details, causes and effect, and sequences. It is important because it is as prerequisite for higher-level understanding.

The second level is *interpretive comprehension*. Here, skills for interpretive reading include: (1) inferring main ideas of passages in which the main ideas are not directly stated; (2) inferring cause-and-effect relationships when they are not directly stated; (3) inferring referents of pronouns; (4) inferring referents of adverbs; (5) inferring omitted words; and (6) drawing conclusion.

The third one is *critical reading*. It is evaluating written material, comparing the ideas discovered with known standard and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material.

The last level is *creative reading*. It involves going beyond the material presented by the author. It requires readers to think as they read. To help students acquire the skill of reading creatively, teachers should model the thought process involved.

3. Models of Reading

According to Aebersold and Field (1997: 18), there are three main models of how reading occurs:

a. Bottom-up theory

It argues that the readers construct the text from the smallest unit (letters to words to phrases to sentences, etc.) and that the process of constructing the text

from those small units becomes so automatic that the readers are not aware of how it operates.

b. Top-down theory

It argues that the readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations.

c. The interactive of theorists

It argues that both top-down and bottom-up processes are occurring, either alternately or at the same time. These theorists describe a process that moves from bottom-up and top-down depending on the type of the text as well as on readers' background knowledge, language proficiency level, motivation, strategy used, and culturally shaped beliefs about the reading.

In addition, Nunan (1989: 33) states that the mental structures which store our knowledge are called schemata, and the theory of comprehension based on schemata is called schemata theory. According to the theory, reading is an interactive process of what a reader already knows about a given topic.

4. The Factors Influencing Reading Comprehension

Dallmann (1982:165) points out the factors influencing the reading comprehension as follows:

1. External factors:

- a. Difficulty of material: difficult material that is beyond the student's level is one of the major causes of lack of comprehension.

- b. Intelligence: a student's ability to comprehend in reading is sometimes limited by his mental ability enabling him to carry. The intelligence of the reader will influence the capacity of the reader in comprehending passage.
- c. Environment: the extent of the environment affects comprehension varies with individuals.
- d. Teacher's method: methods of teaching that concentrate on the recognition of individual words without neglecting attention to meaning assist the students' quality in comprehending the text.

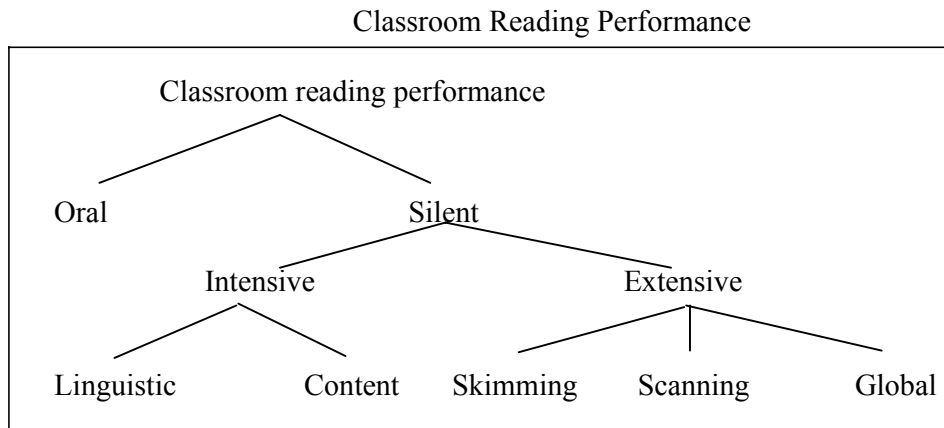
2. Internal Factors:

- a. Motivation is one of the important factors of learners in reading comprehension.
- b. Self-esteem has important role in developing reading comprehension. It is a human being personality that is active, highly confident.
- c. Self-actualization, is one of the basic physical needs, students have a feeling to create and improve their ability in reading to be best.

5. The Types of Classroom Reading Performance

Brown (2001: 312) describes the variety of classroom reading performance as follows:

Scheme 2



1. Oral and silent reading

Occasionally, the teacher has reasons to ask a student to read orally. At the beginning and intermediate levels, oral reading can:

- a. serve as an evaluative check on bottom up processing skills.
- b. double as pronunciation check, and
- c. serve to add some extra student participation if the teacher wants to highlight a certain short segment of a reading passage.

For advanced levels, usually only advantage (c) can be gained by reading orally. As regards, there are some disadvantages in reading orally. They are:

- a. Oral reading is not a very authentic language activity
- b. While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph)
- c. It may have the outward appearance of student participation when in reality it is mere recitation.

2. Intensive and extensive reading

Silent reading is categorized into intensive and extensive reading. Intensive reading is usually a class-room oriented activity in which students focus on linguistic or semantic details of a passage. It calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Most extensive reading is performed outside class time. Pleasure reading is often extensive. Extensive reading can sometimes help students get away from their tendency to overanalyze or look up words they do not know, and read for understanding. Extensive reading includes skimming (reading rapidly for the main points), scanning (reading rapidly to find the specific pieces of information), and global reading.

6. The Types of Questions

Related to its questions types, Burns (1990: 203) states that there are seven major types of questions that should be found in reading comprehension:

- a. Main idea questions: These ask students to identify the central theme of the selection. These may give students some direction toward the nature of the answer. Main idea questions help students to be aware of details and the relationship among them.

- b. Detail questions: These ask for bits of information conveyed by the material.
Therefore, even though these questions are easy to construct, they should not constitute the bulk of the questions that the teacher asks.
- c. Vocabulary questions: These ask for the meaning of words used in the selection. For discussion purposes, a teacher might ask students to produce as many meanings of a particular word as they can, but purpose questions and test questions should ask for the meaning of a word as it is used in the selection under the consideration.
- d. Inference questions: These require some reading between the lines. The answer to an inference question is implied by the statement in the selection, but it is not directly stated.
- e. Sequence questions: these require knowledge of events in their order of occurrence. These check the student's knowledge of the order in which events occurred in the story, for example: "*what three things did Alex and Robbie do, in order, when their parents left their house?*"
- f. Evaluation questions: These questions require the students to make judgments about the material. Although these judgments are inference, they depend upon more than the information implied or stated by the story. The students must have enough experience related the situations involved to establish standards for comparison.
- g. Creative Response questions: these ask the students to go beyond the material and create new ideas based on the ideas they have read, for example: "*if the*

story stopped after Jimmy lost his money, what ending would you write for it?"

Based on some theories above, the researcher can infer that reading comprehension is the ability to understand the message from the texts they read. In teaching reading comprehension, the teacher should choose the texts which are appropriate to the students' level. By knowing students' level, the teachers will be easier to reach their objectives. Reading comprehension is influenced by both external and internal factors. One of the external factors is teaching technique used in classroom. In this research, the researcher chooses reciprocal questioning technique to improve students' reading comprehension.

B. ReQuest Technique

1. The Notion of Technique

Anthony in Brown (2001: 14) gives three hierarchical elements, namely: approach, method, and technique. Approach is a set of assumptions dealing with the nature of language learning, and teaching. Method is an overall plan for systematic presentation of language based upon the selected approach. Meanwhile, technique is the specific activities manifested in classroom that are consistent with a method and therefore are in harmony with an approach as well.

In the different occasion, Richard and Rodgers (2001: 19) propose a reformulation of these concepts, namely: approach, design, and procedure. An approach defines assumptions, beliefs, and theories about the nature of language and language learning. Designs specify the relationship of those theories to classroom materials and activities. Procedures are the techniques and practices

that are derived from one's approach and design. Related to these different hierarchical notions about technique, it can be concluded that technique is a key to effective instructional decision because it is the real implementation of approach, method, and design.

Anthony in Brown (2001: 129) also states that technique is a superordinate term to refer to various activities that either teacher or learners perform in the classroom. In addition, Brown (2001: 16) states that technique is any of wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives. Based on the various definitions above, it can be concluded that technique is all of the planned tasks and activities which are chosen by a teacher to be performed in the class in order to reach certain objectives.

Related to reading comprehension, Walker (1988: 85) states that besides ReQuest technique, there are some techniques which can be used to help students' reading comprehension implicitly. They are:

- a. Alternate writing: the composition of a story among a group of students and the teacher. By writing a specified time, each person alternately continues the development of a cohesive story line. Each person's contribution to the story line must be built upon prior information in the composition and must lead to the next event.
- b. Listening-Thinking activity: an instructional format for teaching children how to listen to stories. It involves predicting what will happen, talking about what happened, and talking about how you know what is happening. As the

teacher reads aloud, he communicates the message by adding intonation and gestures to facilitate understanding.

- c. Readers' theatre: a dramatic interpretation of a play script through oral interpretive reading. The story theme and character development are conveyed through intonation, inflection, and fluency of oral reading.
- d. Story writing: an instructional format for teaching narrative writing that includes three stages: prewriting, writing, and evaluating. By writing their own stories, students increase their awareness of their story parts.

2. The Notion of ReQuest technique

Kennedy (1981: 9) states that the ability to use complete sentence in asking or answering question, and describing events within the student experiential background can lead to the success in reading comprehension. Therefore, Judson (1963: 163) states that

ReQuest technique is to read with specific questions actively in mind. Although before you read thoroughly you cannot know all the questions the author may answer for you, it is possible to formulate many important questions beforehand, to guide your thorough reading.

It is supported by Walker (1988: 177) that ReQuest technique is used during the reading of the story to promote active reading comprehension. So, it means that ReQuest technique is particularly suited for narrative text but can be used with expository text. He also describes it as follows:

ReQuest technique develops comprehension by having the teacher and the students take turn asking and answering questions. At turning point in the text, the teacher models effective question-asking strategies. The student, in turn, asks appropriate questions by following the model. The goal is to develop self-questioning strategies for the student.

Based on <http://www.justreadnow.com/strategies/request.htm>, in Reciprocal Questioning (ReQuest) the students take on the role of the teacher by formulating their own list of questions about a reading selection. The teacher then answers the students' questions.

This exercise assists reading comprehension at two levels:

1. Students deeply analyze the reading selection to extract their "teacher" questions.
2. The teacher, in turn, reinforces learning by answering the questions and, if necessary, helping students to refine their work into more focused questions.

Besides that, Burns (1990: 208) states that ReQuest technique seems a promising way of improving reading comprehension because ReQuest technique is a one to one teaching technique that encourages students to think critically and formulate questions.

In conclusion, ReQuest technique is relatively simple technique that allows the teacher and students to take turn in asking questions about the sentences of a text. By formulating their own questions, the students can explore their mind to think critically and their reading will be more purposeful.

3. The Classroom Procedures

In this case, Burns (1990: 208) formulates the condensed procedure of ReQuest techniques as follows:

- a. Both students and teacher have copies of the selection to read.
- b. Both silently read the first sentence. The students may ask the teacher as many questions as he or she wishes about that sentence. The students are told to try

to ask the kinds of questions that the teacher might ask, in the way the teacher might ask them.

- c. The teacher answers the questions but requires the students to rephrase those questions that she or he cannot answer because of their poor syntax or incorrect logic.
- d. After the teacher has answered all the students' questions, both read the second sentence, and the teacher asks as many questions as she or he feels will profitably add to the students' understanding of the content.
- e. The teacher periodically requires the students to verify her or his responses.
- f. After reading the second sentence, the teacher requires the students to integrate the ideas from both sentences.

Through this interaction, the teacher constantly encourages the students to imitate the teacher's questioning behavior, reinforcing such behavior by saying "*that's a good question*" or by giving the fullest possible reply.

Walker (1988: 178) states the detailed outline of its classroom procedures as follows:

- a. The teacher selects a text that is at students' reading level and that is predictive in nature.
- b. The teacher identifies appropriate point for asking questions.
- c. The teacher introduces the ReQuest procedure in terms students will understand. She tells the students that they will be taking turns asking questions about the sentence and what it means. The students should ask

questions that a teacher might ask, then the teacher emphasizes that questions must be answered fully and that they sometimes require support from the text.

- d. The students and the teacher read silently the first sentence.
- e. When the teacher closes her book, the students ask questions. The teacher answers the questions, integrating background knowledge and textual information. She also tells how she decided on his answer.
- f. The procedure continues for the next sentence. This time, the teacher asks the questions, modeling integrating information and the predictive nature of the reading by using questions like following: *“what do you think what will happen next? Why do you think so?”*
- g. The teacher provides feedback about the students questioning behavior during the procedure.
- h. The procedure is used to develop purposes for reading and employs only the first three paragraphs.
- i. The students read the rest of the story silently to see if she answers her questions.
- j. Follow up discussion and activities can be used.

In this research, the researcher uses a number of variations for applying ReQuest technique in the classroom procedures. They are:

1. Whole Class

In giving and responding to the questions, sometimes it is useful for the teacher to model to the whole class. As the model, the teacher encourages the students to read aloud with her and be an active participant in the class. It is

teacher's opportunity to introduce new language structures, vocabularies and context of meaningful text. It provides opportunities to create interactions where opinions, ideas and interpretations can be shared.

2. Small Group

Because of being a large class, the researcher divides the class into some small groups. Working with groups that consist of 4-6 students gives more benefit because the students have much more interaction and are supported by the teacher to develop their questioning and thinking.

3. Work in Peer

Some students will be more confident to work in a peer but, it is better to place them with their fellow student. The interaction among peers is more powerful learning model than in group.

4. Individual Work

For students who need more support in their development of questioning and thinking to improve reading understanding, individual work is a strong model to use in order to encourage his or herself-confidence. Besides that, individual work allows them to make ReQuest technique be a strategy to improve reading comprehension.

Because of being a technique, all the activities and exercises are used in classroom for realizing the classroom objectives, ReQuest's classroom procedures can be done in some manners. Because it is relatively new technique for the students, ReQuest should be introduced clearly to the students. In this case, the teacher should be aware of the students' need to provide the students with the

understanding of the ReQuest technique rules, build students interest to this technique, introduce related vocabulary, and develop some background for understanding the message.

In this research, in order to build students' interest in ReQuest technique, the teaching learning process is supported by teaching aids, for example pictures, charts, realia, and technological aids in order to make the students reach reading comprehension efficiently.

4. Stages in Teaching Reading

In order to make the structured teaching of reading, the researcher divides the classroom activities step by step. In this case, there are three main stages in teaching reading as follows:

1. Pre reading activity

This activity is done before the students read the text. The aim of this activity is to lead students to predict the "content" of the reading text. In this stage, the teacher gives the brainstorming related to the texts that will be given. Because of being asked their predictions, the students' background knowledge or their schemata is considered important in doing this activity. Based on <http://www.greece.k12.ny.us/instruction/ela/612/Reading/Reading%20Strategies/reciprocal%20teaching.htm> the possible questions can be:

"What do you think the story is about?"

"Who do you think is the main character?"

"What do you think will happen? Why do you think that?"

2. While reading activity

Asking questions as students read is appropriate for all readers, but it is especially helpful for more independent readers. These questions encourage students to continue reading for a purpose and help them to comprehend the text. These questions should be used at important points in the story. The examples of questions are:

“What do you think will happen next?”

“How do you think the problem will get solved?”

This is the main activity, there are three functions of this activity, for instances:

- a. To help understanding of the writer’s purpose
- b. To help understanding of the text structure
- c. To clarify text content

The teacher should help the students in such a way that they learn to read efficiently and develop their reading comprehension. It is necessary for lower level students to listen to their teacher reading or a tape in order to understand better.

3. Post reading activity

This activity is done after the students complete the reading the text. It is generally used to train the students to do a new ability related to comprehend the texts. Asking questions at the end of a story allows the students to reflect on their reading and to relate it to their own experiences. It also allows the teacher to see how well the students have understood what they had read and whether they have grasped the main ideas. The questions can be:

“Tell me the story in your own words.”

“Were your guesses right?”

“What surprised you the most in the story?”

“What did you like best about the story? Why?”

“Who was your favorite character? Why?”

“How would you change the ending?”

5. Guidelines for Preparing Questions

Burns (1990: 203) suggests some guidelines in preparing questions. They are:

1. When trying to determine overall comprehension skills, ask a variety of questions designed to reflect different types of comprehension. Avoid overloading the skill evaluation with a single type of question.
2. Don't ask questions about insignificant portion of the selection. Such questions may make a test harder, but they do not convey realistic data about comprehension.
3. Avoid ambiguous or tricky questions. If a question has two or more possible interpretations, more than one answer for it has to be acceptable.
4. Questions that a person who has not read the material can answer correctly over you no valuable information about comprehension. Avoid useless questions.
5. Don't ask questions in language that is more difficult than the language of the selection the question is about. Sometimes you can word questions so as to prevent a child who knows the answer from responding appropriately.

6. Make sure the answers to sequence questions require knowledge of the order of event. Don't confuse questions that simply ask for lists with sequence questions.
7. Don't ask for unsupported opinions when testing for comprehension. Have students give support for their opinion, by asking "*why do you think that?*", "*what in the story made you think that?*"
8. Don't ask for opinions, if you want facts. Ask for the type of information you want to receive.
9. Avoid questions that give away information. Instead of saying "*what makes you believe that the boy was angry?*" say "*How do you think the boy felt? Why?*" Questions may lead students to the answers by supplying too much information.
10. If a question can be answered with a yes or no, or if a choice of answer is offered, the student has a chance to answer the questions correctly without having to read the selection at all. Avoid questions that offer choices.

Related to the questions that will be given, Clark and Starr (1970: 218) propose four criteria of good questions. They are:

1. A successful question asks something definite in simple, clear, straightforward English that the students can understand.
2. The good question gets at a definite point consistent with a goal of the lesson
3. The good question is challenging and thought-provoking.
4. The good question is adapted to the age, abilities and interests of the students to whom it is addressed.

In making the questions, the students should be allowed to make mistakes without feeling fear or embarrassed but they should not be encouraged to do the careless work. In addition, to prevent of being bored, the teacher should be more creative and flexible in using certain technique.

C. Rationale.

In this case, rationale means the relationship between variables stated in reviewing of the relevant literature. In this research, there are two variables, they are ReQuest technique as an independent variable and reading comprehension as dependent variable. Based on some theories stated before, ReQuest technique gives the positive impact to improve reading comprehension.

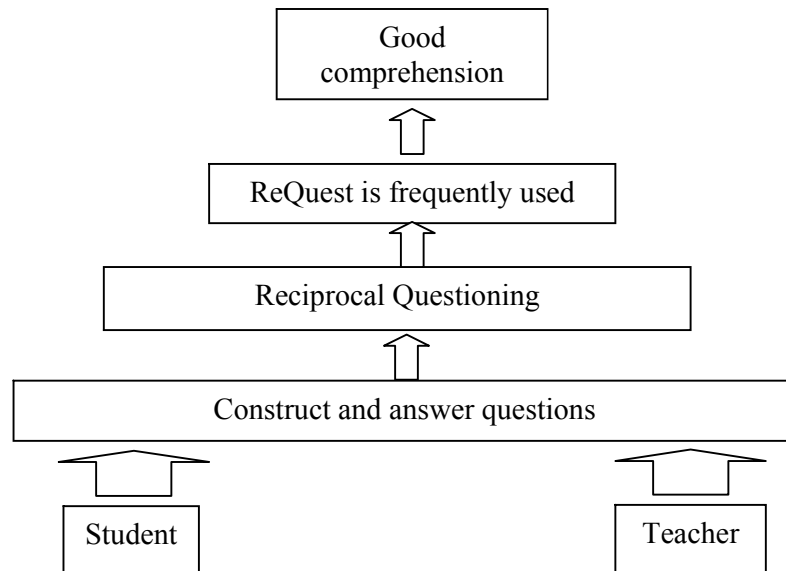
The rationale of this research can be described as follows:

1. In achieving the goal, the teacher should choose the appropriate activities and tasks in the classroom, called as a technique.
2. The technique directly influences whether the instructional goal is achieved or not.
3. The appropriate technique can improve reading comprehension.

The explanation that ReQuest technique is considered as one of the appropriate techniques to improve reading comprehension can be seen in the scheme below:

Scheme 3

Rationale



ReQuest technique is one of the techniques that allow students to evaluate their reading comprehension by doing the reciprocal dialogs including students and teacher even among students. If the students are comfortable while being introduced to ReQuest technique and it is frequently used, it will be a strategy that the students can use on their own. As a result, ReQuest technique will be useful technique that helps students to reach a better understanding in reading.

Besides that, ReQuest technique is a self-questioning process but it is useful because it allows students to see the same topic by different understanding brought by teacher or his/her fellow classmates. Because of their differences, the students will realize another person's point of view or the way of thought which

may also be correct rather than their own answer. As a result, the new knowledge will be created and the deep and better comprehension will be achieved.

D. Action Hypothesis

As stated in the rationale of the study, it can be concluded that ReQuest technique is considered as one of the techniques that is appropriate to improve students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. The Subject of Research

The subject of the research was the first year students of SMK Diponegoro Salatiga in 2007/2008 academic year consisting 44 students. There were seven male students and 37 female students.

B. The Setting and Time of Research

This classroom action research was carried out at SMK Diponegoro Salatiga that is located on Jl. Kartini no. 2 Salatiga, phone number: (0298)324255 and (0298)314644. SMK Diponegoro Salatiga was built in 1993. Although it is near the main street, it has good atmosphere to learn because the location is large and surrounded by the high and big gate that prevents the noise from outside the area. Besides that, it has good facilities to learn, for instance; the sophisticated audio visual used in the language laboratory, the internet room, and complete books in the school library.

It has 37 teachers who teach 15 classes which have about 44 students for each. SMK Diponegoro Salatiga can be categorized as having the large class for each. As regards, the first year classes are located on the second floor. In this case, this classroom action research is conducted from November 2007 up to August 2008 for writing the thesis proposal up to writing the thesis report.

C. Research Method

In order to improve students' reading comprehension using ReQuest technique, the research method used in this study is classroom action research.

There are some definitions of action research, such as, according to Neff that is quoted from Kemmis (1982: 11) who defines that:

Action research is a form of self-reflective inquiry undertaken by participants (teacher, student, or principles, for example) in social (including education) situation in order to improve the nationality and justice of (a) their own social or educational practices, (b) their understanding of these practice, and (c) the situations (and institution) in which these practices are carried out.

Another definition comes from Mills (2000: 5) who defines that:

Action research is a systematic inquiry done by teacher or other individuals in teaching or learning environment together information about and subsequently improve the ways particular school operate, how they teach, and how well their students learn.

Besides that, McKay in Ngadiso (2007: 20) states that educators involved in action research think about a specific group in a particular setting with the main goal of finding better ways to do their job.

From the definition above, it can be drawn an inference that research in this study means the systemic study of attempts to improve the teaching-learning process in order that the students' achievement is very satisfying. It can also be a critical research to assess teacher's ways in teaching whether the techniques that she has used is effective or not. In reality the students' reading comprehension in SMK Diponegoro Salatiga is still unsatisfying.

Rochsantiningsih (2007: 7), states the features of action research as follows:

Table 1

The Features of Action Research

Duration	Usually conducted over a short period of time
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Project size	Usually small-skill
Context	Classroom-based or school-based and may involve one or more school contexts usually within the same region
Key investigators	Involves one or more teachers from a school or several schools
Ethical Consideration	Usually informal consent is given as the students participation are known to the teachers and the purpose is beneficial to the parties involved

Based on the theory above, the research method used in this research had fulfilled all features of action research. It could be proven by some features. First, Based on its duration, it needed long period of time that is from November 2007 to August 2008. Second, it included small-skill, they are: improving reading comprehension using a restricted technique that is reciprocal questioning technique. Third, based on its context, it is classroom-based context. Fourth, this research included collaborator who participated actively from the beginning of the research to the end of this research. At last, based on ethical consideration, the researcher also involved students as the active participants, because could express their feeling and perceptions for being taught using reciprocal questioning technique freely.

In this case the researcher used some steps as Kemmis (1982: 11) states which involve planning, action, observation, and reflection. In each cycle, the procedures of research were as follows:

1. Planning

The activities in planning were:

- a. Preparing material, making lesson – plan, and designing the steps in doing the action.

- b. Preparing list of students' name and scoring.
- c. Preparing sheets for classroom observation.
- d. Preparing a test (to know whether the students' reading comprehension improves or not).

2. Action or Implementation

- a. Giving pretest
- b. Teaching reading using ReQuest technique. The activities were based on the planned materials and steps.
- c. Giving occasion to the students to ask any difficulties or problems.
- d. Giving posttest in every cycle.

3. Observation

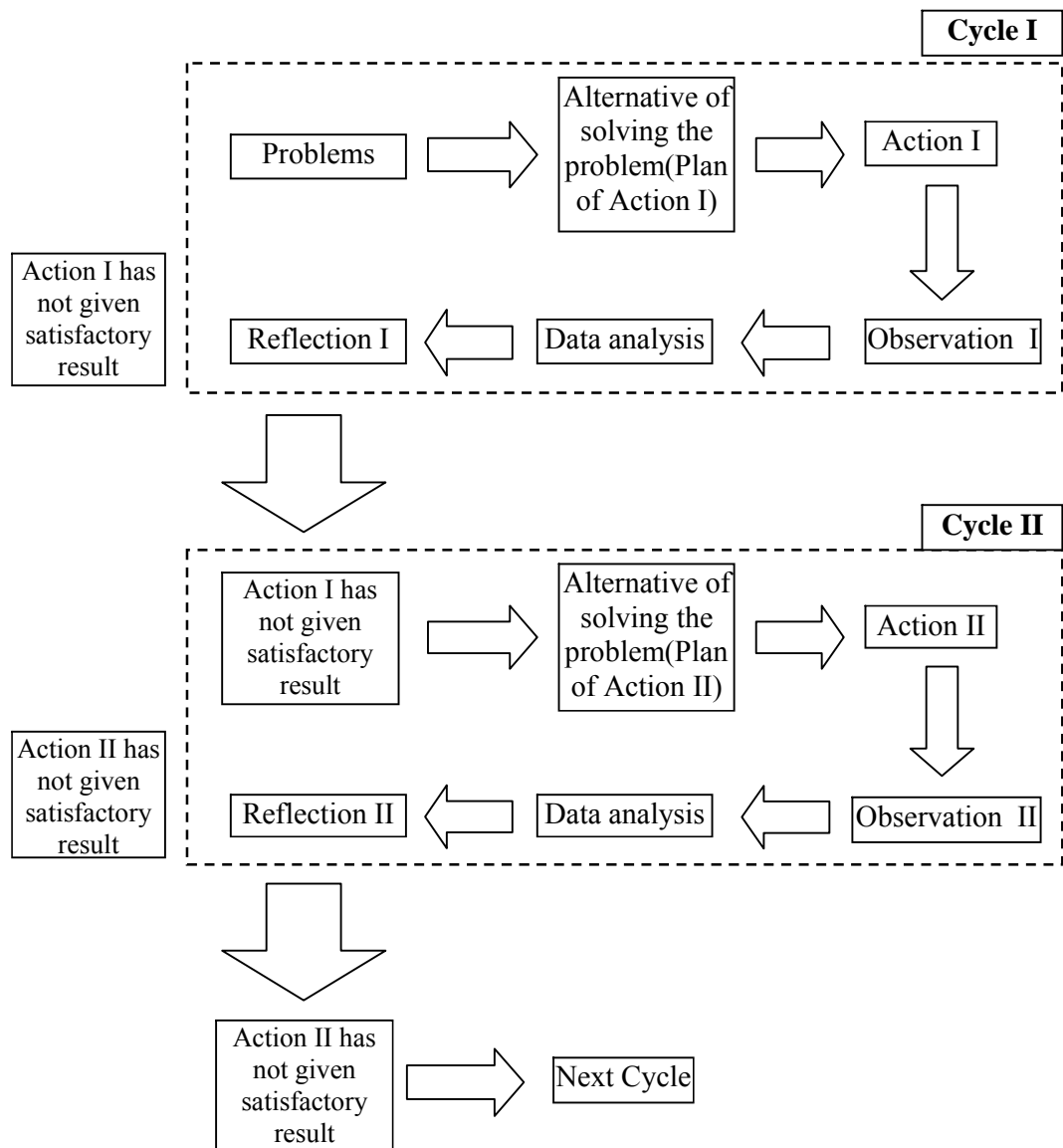
The activity was observing the students during the action and making notes in observation sheets like the students' feeling, thinking, and something they had done in English teaching-learning process. The researcher did this observation flexible and open to record the unexpected students' responses. This observation was also conducted by the collaborator's participation. In this case, the collaborator is another English teacher who gave contribution in giving the ideas, opinions, and shared the experiences actively in all steps in the classroom action research.

4. Reflection

The results of the observation were analyzed and the results of the reading test were calculated. From these, it could be known whether the students' reading comprehension improved or not. The writer's reflection was done by

discussing it with her collaborator. From the results above, the next cycle could be resolved and designed. The procedures were briefly described in the following scheme:

Scheme 4
Classroom Action Research



D. Data and Data Source

The data of the research are the procedures and activities during teaching learning process using ReQuest technique and the scores of reading comprehension tests. In other words, the result of teaching in the form of posttest was compared with pretest.

The sources of data in this study were:

1. Event

It was the activities of doing tasks and exercises in English teaching learning process especially in teaching reading using reciprocal questioning technique in SMK Diponegoro Salatiga.

2. Documents

In this study, the documents were the written material sheets of classroom observations, lesson plans, interviews, questionnaires, and field notes made by the researcher, collaborator and students. Related to the qualitative data, the researcher used the students' scores in post reading exercises and list of students' achievement in reading test both in pretest and posttest.

E. Technique of Collecting Data

To collect data accurately, some methods were used by the researcher, they were:

1. Observation

In this research, the observation was used to collect the data. It is a technique of collecting the data by closely watching and noticing classroom events or happenings, or interaction, either as a participant in the classroom or as

an observer of another teacher's observation. In this research, the researcher also used real time observation. Wallace (1998: 106) states that the real observation is observation and analysis as the teaching learning actually happens by using any electronic means of recalling the data and it will be done by making checklist or simply taking notes.

In this study, the researcher was teacher who taught English using ReQuest technique and an active participant observer in which in this research the teacher did observation by herself as a researcher. She observed the students activities while teaching learning process occurred. It was very important not only to know their own feelings about the English learning but also how the students thought about their teacher.

She made collaborative efforts with her collaborator to explore teaching possibilities by observing all of the students' activities and situation during the English teaching-learning process using ReQuest technique. The function of collaborator here was to evaluate the teacher's teaching, offer suggestion on the best way to teach, and help her to create students' motivation in learning English. In other words, the collaborator was the active participant who gave the big contribution for every step of the research.

2. Content Analysis

According to Sutopo (2006: 81), content analysis is an attempt to find important information as the researcher's needs and their aims of research. In this research, the researcher used the field notes as the content analysis. In this research, besides collaborative teacher, the researcher used the students as the

observers too. It is stated by Wallace (1998: 58) that making field notes can prevent our hard-won experience ebbing away and being lost in the tide of the pressures caused by 'getting on with the next thing'. In this research, the students were free to express what they felt, what their difficulties were, when being taught using ReQuest technique.

3. Interview

Besides making the collaborative efforts with her collaborators, in this case was other English teachers, the researcher interviewed the students and their teachers about their personal perceptions, experiences, opinions, and ideas related to all classroom action research.

4. Questionnaire

According to Burns (1999: 129) questionnaire is easier and less time consuming to administer than interview and the responses of the larger numbers of informants can be gathered. Related to this statement, the researcher decided to ask the students to fulfill the questionnaire. In this technique, the students should read the questions and tick responses or write in short answers.

5. Test

In this study, the researcher used written test to measure the students' achievement in reading comprehension. The researcher gave pretest and posttest in order to know the students' reading comprehension before and after being taught using ReQuest technique. Its aim is to know whether the students' reading comprehension improves or not.

F. Technique of Analyzing Data

After collecting the data, the researcher analyzed the data using flow model analysis. It is used to draw conclusion from the available data. It is started from reducing the data then presenting them and finally drawing conclusion. This analysis is stated in Sutopo (2006: 117). Meanwhile, the steps of analyzing data were:

1. Describing the procedure of teaching reading using ReQuest technique in first year students of SMK Diponegoro Salatiga.
2. From the result of observation sheets, the students' behavior and participation during the action were analyzed to find whether the students were active or not in teaching learning process.
3. Analyzing the result of interview.
4. Analyzing the strengths and the weaknesses of ReQuest technique when it was used to improve reading comprehension.
5. Analyzing every answer stated in the student's answer-sheets to determine whether they are true or false.
6. Computing the student's correct answer.
7. In analyzing the test score of the written test, first of all, the researcher calculated the percentage of the correct answer of each student by using percentage correction. The percentage was used to measure the student's reading comprehension. To find out the percentage, the researcher used the percentage correction formula as:

$$S = \frac{R}{N} \times SM$$

Where:

S = the student's mastery in %

R = the student's right answer

N = the maximum number of the whole answer

SM = Standard mark (100)

(Suharsimi, 1998: 38)

The researcher also used the percentage formula to look for the students' reading comprehension level. In determining the level of the students' reading comprehension, the writer used five categories, which are described in Suharsimi's (1998: 38) category system as follows:

Table 2

The System of Score Category

Percentage	Interpretation
81 - 100	Very Good
61 - 80	Good
41 - 60	Fair
21 - 40	Poor
0 - 20	Very Poor

From the percentage of the correct answer, then, the students' reading comprehension was found.

8. After analyzing the scores of the written test, the researcher used a statistical technique to find the mean score of the students. To know the results of this research, the researcher used a formula proposed by Purwanto (1985: 38) by comparing the mean score result of pre-test and post-test. In scoring the test, the researcher calculated the students' scores by using the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M = mean (the score)

$\sum x$ = the total score

N = number of students

It means that if the mean score result increases, the students' reading comprehension is considered improving and the research is successful.

9. In order to measure students' reading comprehension improvement before and after treatments, the researcher used t-test of non-independent. According to Ngadiso (2006: 17), the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-1}}}$$

Notes:

t = The test in order to know whether there is a significant improvement or not between pretest and posttest.

D = The differences between pretest and posttest

n = Number of students

10. Making conclusion and suggestion based on the data analysis.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Description before Cycle 1

SMK Diponegoro has the great concern with students' English ability. It is proved by the existence of some regular English programs in SMK Diponegoro. One of them is called as "Vocabulary Program" which is held every Saturday at 12.00 a. m up to 12.30 p. m. The students should memorize five words or expressions every week. In that case, the words or expressions are taken from the materials in their daily class. Personally, the researcher thinks that this program helps both the English teachers and students. For the teachers, it makes them easier to deliver the material because it has been introduced to the students before. For the students, this program helps them to keep the words and expressions in their long term memories.

Besides "Vocabulary Program", the students should practice the sentences made by the teacher entitled "My Daily Activities" every Saturday after memorizing vocabularies. It is practiced as the model for the students to enrich their sentences when they want to construct their own sentences. Moreover, there is an English extracurricular named English club. In this program, there are some students given extra lessons to deepen their understanding in English. This program is also held every Saturday after school time. As a result, the program can empirically improve students' achievement. In 2006, SMK Diponegoro Salatiga was the second rank in the school graduation among all vocational high

schools in Salatiga. It proves that SMK Diponegoro can be categorized as one of potential vocational high schools in Salatiga.

There are two departments in SMK Diponegoro Salatiga, they are accounting and management departments. In this case, both accounting and management departments have similar material in English because they have similar objectives. Related to reading materials and objectives, the students are given the texts that they will probably face after graduating. They are hoped to be ready to face the real world when they have graduated from the vocational high school because of having been trained and prepared before. To reach such objectives, the teacher should select the technique which helps students to explore their ability.

However, as the previous observation and interview, there were many teachers who used conventional technique to teach reading comprehension by asking the students to translate the text, then evaluating it. Unfortunately, when the researcher gave the students the fieldnote and asked them to give their interest in reading English, there were many students who did not like English because of being bored in the classroom. Moreover, many of them said that the technique used by the previous teacher was not interesting. Some students had low motivation in learning English. It can be seen from their statements in their fieldnotes, for example: *“Menurut saya, bahasa Inggris adalah pelajaran yang menyenangkan sekaligus membingungkan”, “Saya tidak suka membaca teks bahasa Inggris”*.

Based on the problems above, the researcher considered that the attempt to improve students' reading comprehension in this class is difficult enough. Even so, the researcher wanted to maximize the students reading comprehension by the available media, for instance the usage of the language laboratory and multimedia laboratory. Moreover, she wanted to use the reciprocal questioning technique which is theoretically able to improve students' reading comprehension.

B. Description of the Result of Cycle 1

Because of being a classroom action researcher, she had to do many steps in conducting a classroom action research, they are planning, acting, observing, and reflecting. In addition, the researcher did not work alone. She took considerations and ideas both from the collaborator and the students during all activities in the research.

1. Planning

Planning is the important thing in doing everything in order to make everything more manageable and easy to do. In this research, the researcher planned some activities that were needed to do in the first cycle.

Table 3
Schedule of Cycle 1

No	Activities	Day / Date	Place
1.	Interviewing to the previous teacher (collaborator)	Saturday, 12 th January 2008	Teachers' office
2.	Giving the field notes to the students	Monday, 18 th February 2008	Classroom
3.	Pretest	Monday,	Classroom

		18 th February 2008	
4.	Treatment <ul style="list-style-type: none"> ◆ Meeting 1 ◆ Meeting 2 ◆ Meeting 3 	Thursday 27 th March 2008 Wednesday, 9 th April 2008 Friday 18 th April, 2008	Classroom Multimedia room Language laboratory
5.	Post test	Saturday 26 th April 2008	Classroom
6.	Interviewing to the students after treatment	Wednesday 30 th April 2008	Classroom

Table 4
Schedule of Materials

Meeting	Materials
Meeting 1	Procedures to do something.
Meeting 2	Asking and giving directions.
Meeting 3	Memos.
Planned solutions: Using reciprocal questioning techniques	

2. Action

a. Sharing idea with collaborator

The subject of the research was the first year students of accounting program that consist of 44 students. This class was taught by the collaborator who was Mrs. E. G. On Saturday, 12th January 2008, the researcher and collaborator

shared the ideas about teaching reading. Based on this interview, it could be found that:

1. The students cannot construct sentences well and they cannot differentiate between *WH and yes/no questions*.
2. The students are not active readers, so they seldom find the correct answers.
3. The students have insufficient vocabularies.

In teaching reading, the collaborator had done the classroom procedure as follows:

1. Collaborator asked students to read the text loudly
2. They translated it together
3. Collaborative teacher evaluated their comprehension by giving some questions related to the texts.

By doing so, the researcher could find that the collaborative teacher did not evaluate students' comprehension but teaching them vocabulary in the form of translation.

Based on this interview, the researcher proposed the technique called Reciprocal Questioning to the collaborator. In this occasion, the researcher explained the concept of Request technique which allowed the students to be more active in the classroom. She was interested in this technique. The researcher also asked her participations during the research as a teacher collaborator and she agreed.

Based on the problems that the collaborator had delivered, the researcher asked what other problems that she had encountered, and then she answered that the students could not answer the implied questions and main idea of the text. Finally, both the researcher and collaborator made some planning in order to solve these problems. It could be described as follows:

Table 5

Alternative of Solving the Problem

<p>Problems:</p> <ol style="list-style-type: none"> 1. They cannot differentiate between <i>WH</i> and <i>Yes/No questions</i> 2. They are not active reader, so they seldom find detail questions appropriately. 3. They do not understand the main idea 4. They have the insufficient vocabularies 5. They cannot answer the implied questions appropriately
<p>Alternative of solving the problem (Plan of Action I):</p> <p>Doing reciprocal questioning</p>

b. Students' field notes

In order to know the students' interest in reading comprehension, the researcher and collaborator took seven students who were considered able to represent the students' characteristics of all students in the class, which were the active learners and passive ones. In their field notes the researcher could find that most of students were not satisfied enough with their achievement. Besides that, the students thought that comprehending the text was only influenced by the stock of vocabularies they had. In this case, the students had the view that reading is the

process of translating that demanded them to read the sentence by translating word by word.

Unfortunately, there were different points of view between the students and the teacher. In this case, the students hoped that the teacher would do the better technique in teaching, whereas the teacher thought that she had tried to give her best to them. It could happen because there was no chance to give suggestions each other. As a result, the class was in uncomfortable situation. Therefore, in this research, both the students and the researcher should be more open minded to receive the criticisms and suggestions one to others, so that both students and researcher would be in a comfortable classroom atmosphere.

c. Pretest

In this case, the aim of the research was to solve the problems above. After analyzing the problems, the researcher gave pretest in order to measure students' reading comprehension before being taught using Reciprocal Questioning technique. The score could be described into the table of system of score category below:

Table 6

Pretest Scores

Very poor	Poor	Fair	Good	Very good	Mean Score
1 student (2.27%)	19 students (43.18%)	18 students (40.91%)	6 students (13.64%)	-	48 (Fair)

Based on the pretest scores, it could be seen that there were 19 students (43.18%) who were poor, 18 students (40.91%) were fair, 6 students (13.64%) were good, a student (2.27%) was very poor, and none of them is very good. Meanwhile, the students' main score were in the fair category (48). In order to know the students' ability in answering certain types of questions, the researcher analyzed the students' answers in pretest as follows.

Table 7

Pretest Score Based on Questions Category

Questions Category	R (%)
Main idea	13 students (29.54%)
Detail	28 students (63.64%)
Vocabulary	16 students (36.36%)
Inference	8 students (18.18%)
n	44 students

Notes:

n: the number of students

R: the number of students who gave the right answers

The table shows that there were 13 students who could identify main idea well, 28 students could find detail information, 16 students answered vocabulary questions, and there were eight students could answer inference question. Based on this data, it could be concluded that the students still had the low ability in reading comprehension and the attempts to improve students' reading comprehension are still needed.

d. Treatment

1) Meeting 1

a) *Pre reading activity*

It was held on Thursday 27th march 2008. The researcher and collaborator entered to the classroom at 09.00, then the researcher greeted the students by saying “*How’s life, students?*”, they kept silent, until the researcher repeated by saying “*How are you students?*”, they answered “*I’m fine, thank you, and you?*”. It showed that they did not know yet about the other expressions in greeting. In the first meeting, there were 40 students in the classroom and there were 4 students who were absent. They were: Aulia Sofiani, Ika Maryati, Sugeng Hariyadi, Wahyu Ningsih.

As planned before, the researcher introduced reciprocal questioning technique used to improve reading comprehension, to make it clear, the researcher asked the students to do this technique directly. In order to warm them up, the researcher gave the clues of the topic that would be given by asking: “*Do you often buy a product?*”, “*Have you ever paid attention to its instructions in it?*” They answered enthusiastically “yes”

b) *While reading activity*

Responding to students’ answers, the researcher adhered the text on the blackboard in order to take their attention to the text given. The researcher gave the time to the students to read the text silently and asked whether they found the difficult word or not. They answered that they did not know the meanings of

“secretion, sputum, physician, and available” then the researcher described their meanings and they wrote them down on a piece of colored paper given before.

The researcher asked students to make groups consisting of at least four students each in order to do reciprocal questions to certain group randomly. When the teacher asked them the questions using *Yes/No Questions*, some students could not answer the question well. The researcher asked *“is it possible to me to take this medicine?”* some students answered *“it is for sore throat”*, and then the others laughed. It showed that some of them could not distinguish between *WH Questions* and *Yes/No Questions*, so the researcher explained them for while. Until the end of the reciprocal questioning process, the students only gave the detail questions to their friends then the researcher asked whether they knew the types of questions or not, they said *“not yet”*, so the researcher gave some questions which were categorized into main idea, detail, vocabulary, and inference questions.

To measure their understanding of the types of questions, the researcher distributed another text about heat stroke. They read silently and made reciprocal questions in pair and some students had tried to make questions using the other types of questions taught before.

c) Post reading activity

In post reading, the researcher wanted to evaluate their comprehension. It was done by giving the tasks based on the text given before. When the researcher gave the text: *“A heat stroke is a life-strengthening condition in which overexposure to extreme heat and a consequent breakdown in the body’s heat –*

regulating mechanism cause the body become dangerously over heated. Without emergency treatment, the victim lapses into coma and death soon follows. There are some instructions to provide first aid to a heat stroke victim. First.....,” then the researcher asked what the main idea was, a student read the first sentence of the text, whereas the right main idea was not in the first sentence. Therefore, it showed that they could not find the main idea yet.

Besides that, the students could not answer the vocabulary questions, so the researcher asked them to write the new vocabularies on their papers. At the last step, the researcher asked them to practice how to treat the heat stroke victim in front of the class and they could practice it well even though they did it by senses of humors.

2) Meeting 2

a) *Pre reading activity*

The second meeting was held on Wednesday, April 9th, 2008 at 08.45. The meeting was done in the multimedia room. In this meeting, the class was separated into two sessions that was the absent number 1 up to 22 then 23 up to 44. Because of using multimedia room, the researcher used power point program as the teaching media. In warming the students up, the researcher gave the clues about the topic that will be given by asking: “*have you ever got lost?*” They answered. “*Yes*”. One of them said “*in the market*”.

b) *While reading activity*

The researcher showed the first paragraph on the screen and gave them the time to read the text silently, asked them to find difficult words and wrote them

out and their meanings on a piece of paper, asked them to make reciprocal questions based on the first paragraph by pretending as the teacher. The same procedure continued for the next paragraphs. In the third paragraph, the researcher asked the students to practice in front of the class how to get to the post office and they responded enthusiastically.

In this meeting, the students paid attention to the screen enthusiastically and made more various questions than the first meeting. They not only produced detail questions but also main ideas and vocabulary, even some of them made *Yes/No questions*. Unfortunately, none of them made the inference question, so to stimulate their critical thinking, the researcher asked the students to calculate *“how many miles does Mr. Baba probably get in ten minutes?”* They answered, *“5 miles”*. As a result, the researcher asked the students to calculate it to check whether their answers were true or false and all of their answers were false, because in the text was stated *“it is a five mile trip to the city centre and takes him about twenty minutes”*.

c) Post reading activity

In post reading activity, the researcher evaluated students' comprehension by giving tasks which should be done by making reciprocal questions first. At the last meeting, the researcher asked what they felt joining ReQuest time at that day, then they answered *“I feel happy”, “I enjoy studying English”, “luar biasayeach besok yang lebih yeach lagi ya Mom”*

3) **Meeting 3**

a) Pre reading activity

It was April 18th, 2008. The researcher and collaborator entered the language laboratory at 09.55. There were 24 booths in language laboratory but two booths were broken, those were booth number 15 and number 22, therefore, there were only 22 booths in the language laboratory and the class was divided into two sessions. In order to explore students' schemata, the researcher asked them to predict what the text is, then they answered "*memo*"

b) While reading activity

While the researcher asked them to read the text silently, they read attentively. In the third meeting, the researcher instructed the students to do reciprocal questioning directly and the responses were very good. After being instructed, there were two students who pushed the button and gave the simple questions. It showed that they had known the concept of reciprocal questioning technique. Unfortunately, the other students were inactive and kept silent even when the researcher asked them to say something, so the researcher decided to point booth number 24 out. However, the intended student asked "*when this memo to send?*" the researcher corrected the sentences into "*when is the memo sent?*" In this case, the researcher felt that she was unconfident enough to produce a sentence.

In 15 minutes, the students made the questions in the forms of detail questions, therefore she reminded them the other forms of questions, and they remembered them well. As a result, some students started to make vocabulary

questions, for example the word: “*attending and urgent*” even so, when a student at booth number 17 asked “*what is the meaning of attending?*” the student at booth 6 answered “*mengikuti*” then the teacher asked her to give the meaning in English, she clarified her answer “*joining*”

Besides that, the students also started to make inference questions, for instance: “*who is Mr. Handoko?*” Even though the answer was not in the text, they could answer that Mr. Handoko was the leader of the company. In spite of that, there were only 7 students who could give the right answer when the researcher gave the question “*What is the main purpose of the memo?*”

c) Post reading activity

In the post reading activity, the researcher asked the students to make the prediction about what happened next. Some students answered “*the staff will prepare the ideas, strategies and sales forecast for next year*”. It indicated that they started to make the predictions related to the memo well.

e. Posttest

From the result of posttest, the researcher could categorize the students’ achievements in the form of table below:

Table 8

Posttest Scores

Very poor	Poor	Fair	Good	Very good	Mean Score
-	6 students (13.64%)	27 students (61.36%)	11 students (25%)	-	Fair (55)

Based on the table above, it could be seen that the highest category was in fair score (61.36%), the middle category was in the good score (25%), the lowest category was in the poor score (13.64%), and none of them was in very poor score. Then, the researcher categorized the students' scores based on questions category. They were:

Table 9

Posttest of Cycle 1 Based on Questions Category

Questions Category	R (%)
Main idea	23 students (52.27%)
Detail	29 students (65.90%)
Vocabulary	23 students (52.27%)
Inference	20 students (45.45%)
n	44 students

Notes:

n: the number of students

R: the number of students who gave the right answers

In posttest, there were 23 students could find main idea well, 29 students were able to answer detail question, 23 students were capable of finding appropriate meaning of certain word, and there were 20 students could answer implied questions well. In conclusion, based on reading comprehension questions' category, the students' reading comprehension had improved but, the improvement was not significant enough, because they were still in the similar system category that was the fair category because their mean score was 55.

f. Interview to the students after treatment

From the result of the interview, it could be concluded that the students had understood the aims of doing reciprocal questions. As a result, reciprocal questioning technique could be their own technique in comprehending the texts when they were not under the teachers' guidance. In addition, the students had also been aware of its function.

Even so, there were still many obstacles in doing reciprocal questioning activities, there are: lack of vocabularies, concluding the main ideas, and inferences. The students did not have the difficulties in answering *Yes/No and WH questions*. In the next step, the researcher decided to emphasize the students' abilities in these other three types of questions, they are: vocabularies, main ideas, and inferences questions.

Besides that, the students felt difficult to construct the correct sentences. Some students were not capable of constructing the questions and their answers in the right tenses. Due to their incapability, the students were not confident to deliver their questions and their answers. In this case, based on the previous observation, the researcher thought that the students could not construct the correct sentences because they were lack of practicing. Even for some students, they were able to construct the sentences well, but they were unconfident and afraid to make mistakes.

Based on this interview, it can be concluded that there are some aspects which influenced the success of reciprocal questioning technique. There are: It was influenced by the number of the students. When the students were in a large

class, they were not comfortable because they could not concentrate to their classmates' questions and answers. In addition, some of them felt shy and nervous to speak in such large number of students. In other words, the success of reciprocal questioning technique was influenced by the number of the students. For the active learners, it might be an easy thing to make a reciprocal questioning to their friends, but for the passive learners, they should be given the bigger chances to feel comfortable to state their idea.

Besides that, in doing reciprocal questioning technique, the students should be an autonomous learner who should be responsible for the questions and answers they made, therefore they should be supported by some teaching learning media that could help them concentrate to the texts well. In this research, the researcher found that the language laboratory could be a good media to make the students interested in making the questions and answers without being afraid and unconfident

3. Observation

In observing the action, the researcher was helped by the collaborator and the students as the active participants in the research. Based on the field note and the daily conversations that they expressed in each meeting, it can be inferred that there were many positive and negative responses of ReQuest teaching technique used to improve reading comprehension.

In the first meeting, the researcher wanted to show that the students did not need to feel stressed and nervous while joining her lesson, so she gave some jokes in teaching learning process, for example by practicing the text how to give the

first aid to the heat stroke victim, but the class became noisy. Based on this case, the researcher and the collaborator decided to separate the class into two sessions in the next meeting in order to reduce the noise during the teaching learning process.

Based on the collaborator view, even though there were many students who did the reciprocal questions actively, there were many students who were inactive in the classroom. They did other non academic activities in the classroom. It could be caused by the lack of motivation and being bored in joining the lesson. Even some of them would be active if only the researcher got closer to their table and when she kept them away.

Related to their reading comprehension, the students could not differentiate between *WH* and *Yes/No Questions*, so the researcher emphasized them to make some detail questions using *WH* and *Yes/No Questions*. After feeling the students understand enough to detail questions, the researcher introduced the other types of questions. At the beginning, she explained the main idea question, but some of them could not find the appropriate main idea yet. In the post reading, the researcher also gave the task and many students made the mistakes in answering main idea question, there was a student considered that the main idea is always the first sentence of the paragraph. Therefore, in the next meeting, the researcher would emphasize in main idea question

In the second meeting, the students looked enthusiastic to join the lesson in the multimedia laboratory because according to collaborator, she had not taught them in multimedia room before. In this room, both the students coming from the

first session and second session read the text on the screen attentively. At about five minutes, they kept silent when the researcher asked them to pretend as a teacher and do reciprocal questions in front of the class, until the researcher pointed out one of them. She stood up and stated her questions in a weak voice. It showed that she felt shy and afraid of making mistakes. The same procedures continued until the last paragraph. In this activity, the questions they made started to be various.

In the second meeting, the students did not make the mistakes in answering the detail questions and they had been able to differentiate between *WH* and *Yes/No Questions* well. In this meeting the students' questions became more various. They not only made both the detail and vocabulary questions, but also asked the main idea to her friend and she could answer it well.

Unfortunately, there was no student who made the inference question, therefore the researcher asked them to make the questions whose answers were implicitly stated in the text, but they gave the wrong types of question. Based on researcher's observation, she found that they were amused being taught in the multimedia room, but the researcher and the collaborator found that they were interested to the media only and there was just a little improvement in doing reciprocal questions.

In the third meeting, the collaborator argued that the students were more active to join the teaching learning activities in the language laboratory than both in the classroom and multimedia laboratory. The researcher agreed to her opinion but it also could be caused by students' had the deeper understanding about

reciprocal questioning technique. Apart of that, by teaching in the language laboratory, the researcher felt that the students' activities were easier to be controlled than both in the classroom and the multimedia laboratory. In the language laboratory, the students more concentrated to their friends' questions than in the classroom which was noisy.

Furthermore, the students were more enthusiastic when the researcher gave the compliment, such as "*good*", "*great*", "*that's very good question!*" It could be seen from the improvement of the questions frequencies that they made. In the third meeting, the students who were inactive in giving and responding to the questions started to be more active and pushed the button more frequent than they had done before. Based on this observation, it could be concluded that language laboratory could be a good media to improve students' confidences to state their idea because of being concentrated.

In the third meeting, the researcher could find that there was a big improvement in their reading comprehension. The students did not feel shy to state their questions to their friends and they could answer it well. On the other hand, there were many inactive students who could not deliver the questions without making notes before. Based on the observation during the first cycle, in each meeting, some students only handled certain types of questions and ignored the other types of questions in a text. Therefore, in the next meeting, the researcher would try to cover all types of questions in the same time in order to make the complete comprehensions of the text.

4. Reflection

In analyzing the data, both researcher and collaborator analyzed the strength and weaknesses of reciprocal questioning technique, the problems that had been solved during the first cycle based on the activity in the classroom and the tasks in the post reading. Based on the observation in the first cycle, it could be concluded that the students had understood the concept of reciprocal questioning technique well. Moreover, there were many positive things or the strength of reciprocal questioning implemented in the first cycle. There were: first, based on the previous interview, the students stated that this technique was able to improve their reading comprehension because they could predict what questions which are probably asked in the tasks. Second, based on the task in the post reading, by using reciprocal questioning technique, the students' mistakes in making and answering the detail question could be reduced. Third, for the active readers, this technique could stimulate them to read the other texts and practice this technique as their own reading strategy.

Even so, there were still many weaknesses in the implementing this technique. The weaknesses were: first, in delivering their questions, the students felt shy and afraid to make mistakes. In this case, the students always made the notes before delivering their questions to their friends, so it wasted the time. Second, based on the interview, the students preferred to do reciprocal questioning technique in the quiet situation, whereas there were many students who were bored in such situation. Third, the students often forgot the types of questions and concentrated to make the certain types of questions until the researcher reminded

them to make the other types of questions. As a result, the students mastered certain types of question only and forgot the other types of questions.

In this research, the improvement is not only judged and measured by the teaching learning process but also the scores of tasks. In this case, the researcher often gave the tasks in the end of each meeting which were suitable as the indicators in the lesson plan, they were; main idea, detail, vocabulary, and inference questions. As a result, the researcher noted it in the forms of percentages below:

Table 10
Post Reading Scores Based on Questions Category

Questions category	R (%) Meeting 1	R (%) Meeting 2	R (%) Meeting 3
Main idea	11 students (27.5%)	8 students (18.8%)	15 students (34.1%)
Detail	40 students (100%)	42 students (95.5%)	44 students (100%)
Vocabulary	9 students (22.5%)	3 students (6.8%)	19 students (43.2%)
Inference	16 students (40%)	22 students (50%)	13 students (29.5%)
n	40	44	44

Notes:

n: the number of students

R: the number of students who gave the right answers

Related to students' post reading scores above, it could be seen that there was no improvement in certain types of questions, for instance: in meeting 1, there were eleven students or 27.5% students could find main idea well, and it decreased in meeting 2, there was only eight students or 18.8% then it increased in the third meeting there were 15 students or 34.1%. Apart from that, in detail

question, the students' ability in answering the detail questions improved day by day. In the first meeting, there were 40 students or 100 % students could answer the detail questions. It improved and improved in each second and third meeting, there were 42 students (95.5%) and 44 students (100%).

Besides that, the students also showed the unstable score in vocabulary question. In meeting 1, there were nine students or 22.5% from 40 students who could answer the vocabulary questions. It was better than the second meeting that had three students or just 6.8% students who could answer vocabulary questions. Finally, it increased in the last meeting of cycle 1 where 19 students or 43.2% had the sufficient vocabulary. Related to the inference question, there were 16 students or 40% students who could answer the inference question. This number increased in the second meeting, there were 22 students or 50% students who gave the right answers. At the last meeting, there were a decreased number of students who had the right answer in inference question, there were 13 students or 29.5 students.

Based on the data above, the researcher and collaborator thought that the students were still of very limited comprehension related to certain types of questions, they were the main idea, vocabulary, and inferences, so the researcher and collaborator agreed that the attempt to improve related types of questions was extremely needed. In conclusion, there are some components of reading comprehension which had been solved and had not been solved in the first cycle which could be drawn as follows:

Table 11

Solved and Unsolved Problems of Cycle 1

The solved problem	The unsolved problem
1. Many inactive students were confident in making and answering the questions. 2. They could answer detail questions in the form of <i>WH</i> and <i>Yes/No questions</i> well.	1. They had insufficient vocabularies 2. They could not find the main idea well. 3. They could not give and answer the inference questions well.

Besides, based on the students' activities in the class, the researcher also calculated students' scores in pretest and posttest using the t-test for non independent in order to measure students' improvement in reading comprehension. In t-test, it could be seen that there was no students who got very poor score in the posttest. It was different from the pretest in which there was a student who had very poor score. Besides that, there were 13 students who changed from the poor category into the higher one, that was fair and good categories. Unfortunately, there was no student who got very good category both in the pretest and posttest. Consequently, the students' mean score improved from 48 to 55 which could be categorized into the similar category that was fair category. Finally, this improvement was calculated by using t-test. The result of the t-test or t_0 (4.86) is higher than $t_{(43, 0.05)}$ (1.68), it could be concluded that there is a significant difference between pretest and posttest.

Even though was a significant difference in the pretest and posttest scores, the researcher and collaborator planned to improve students' reading comprehension. In this case, the target of next cycle would be emphasized on

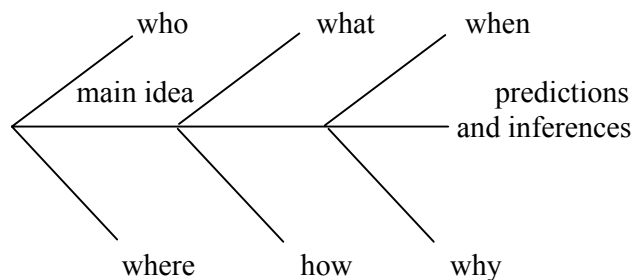
improving students' ability in improving their stocks of vocabularies, giving and responding main idea and inference questions.

Based on the unsolved problem above, the researcher and the collaborator planned to revise the technique in order to solve the problems, so that the weaknesses would not occur anymore. Based on the collaborator's view, related to its setting, the teaching learning activities were more effectively done in the language laboratory. Moreover related to its technique, the researcher would try to make the controlled reciprocal questioning technique in the next cycle. As stated before, the students often made a note before delivering the questions to their friends. Besides that, in reciprocal questioning, the students could not describe and visualize what their reading comprehension is like.

Therefore, in the second cycle, the researcher planned to combine reciprocal questioning technique with another technique called as herringbone technique. The reason why the researcher chose the herringbone technique was that is easy to apply. As its name, it uses the simple scheme to visualize their comprehension. Because of a combination, both techniques would be applied in one time. The students should not only make the reciprocal questioning, but also complete their Herringbone's scheme. In this research, the role of the herringbone technique was not the primary technique. It was only used to help the students in order to make their reciprocal questions. In other word, the usage of herringbone technique was one of the attempts to support reciprocal questioning technique application. The scheme is as follows:

Scheme 5

Herringbone



C. Description of the Result of Cycle II

1. Planning

There were some activities that had been done in the second cycle. As the researcher had done in the first cycle, she always discussed all activities with her collaborator. Therefore, the activities in the second cycle were started by sharing ideas with the collaborator, then the treatment, interview and post test. In this research, the second cycle was arranged and done as the table below:

Table 12

The Schedule of Activities of Cycle 2

No	Activities	Date	Place
1	Sharing ideas with collaborator	Monday 19 th may 2008	Teacher's office
2	Treatment		
	Meeting 1	Thursday, 22 nd may 2008	Language laboratory
	Meeting 2	Friday, 23 rd may 2008	Classroom
	Meeting 3	Saturday, 24 th may 2008	Language laboratory
3	Giving the field notes to	Saturday, 24 th may 2008	Language laboratory

4	the students Post test	Tuesday 27 th may 2008	Classroom
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Related to the treatments in the second cycle, the researcher and collaborator had discussed and prepared some materials which were suitable with the curriculum. The materials could be described in the following table:

Table 13

The Schedule of Materials of Cycle 2

No	Meetings	Materials
1	Meeting 1	Request and command expressions
2	Meeting 2	Invitations
3	Meeting 3	Reservation letters
<p style="text-align: center;">Planned solution: Using reciprocal questioning supported by herringbone technique</p>		

2. Action

a. Sharing ideas with collaborator

As the first cycle, the researcher asked another English teacher, Mrs. E.G to be her collaborator. In the previous cycle, the collaborator always gave the ideas, views, and suggestions for the better achievement of the classroom practice and so did she in the second cycle. In this second cycle, the collaborator had the same roles as the first cycle that was as the observer and advisor. On Monday 19th may 2008, the researcher and collaborator shared ideas about what they should do in the second cycle in order to reach the betterment of the next classroom practices.

As a result, there were many things that should be revised in the second cycle. First, the collaborator said that the students were unconfident to state their questions without bringing and reading their notes. Therefore, the researcher proposed the new technique, called as herringbone technique that allowed the students to state their questions in a structured way. The collaborator responded it well. Consequently, both the researcher and collaborator agreed to use reciprocal questioning technique and herringbone technique at the same time.

Second, there were many problems that should be resolved in the second cycle. The collaborator stated that the problems were the insufficient vocabulary and inferences. On the contrary, the researcher viewed that the students was not able to find the correct main idea yet. It was proven by their answer that the main idea was always in the first sentence of the paragraph. As a result, both the researcher and the collaborator decided to focus the teaching learning process in the three types of questions, they were: main idea, vocabulary, and inference question.

b. Treatment

In the second cycle, the researcher took three meetings as the follow up of the first cycle. It could be so, because of considering the amount of problems that should be resolved and the limited time that the researcher had. As planned before, the second cycle not only used reciprocal questioning technique but also the herringbone one. The researcher chose the herringbone technique because of the fact that the student needed to visualize the concept of their comprehension in an interesting way. So, the researcher decided to use herringbone technique to be

combined with the previous technique, reciprocal questioning technique, in order to maximize the students' reading comprehension.

Like the previous meetings, the teaching learning process used pre reading activity, while reading activity, and post reading activity. In pre reading activity, the teacher greeted the students, checked the students' attendances, stimulated the topic that they would face, and found the difficult words. While reading activity was the main activity in the teaching learning process. It might be so because both the reciprocal questioning and herringbone techniques had been done in this step. Because of a technique, the teacher was free to manage the class into her own creativity. At last, there was post reading activity. In this step, the students were asked to answer the teacher's task using the technique which the teacher taught before. By doing so, the teacher hoped that this technique would be their own strategies when they comprehended the texts. In the second cycle, the treatment of each meeting could be described as follows:

1) Meeting 1

a) Pre reading activity

It was done in the language laboratory on Thursday, May 20th, 2008 at 09.00 a.m. There were two students who were absent, Heri Setyawan and Rahayu Sulistyowati. In the language laboratory, there were 22 booths which were in good condition. The class was divided into two sessions. In pre reading activity of the first meeting, the teacher introduced the herringbone technique. In this step, it was quite easy for the teacher to introduce this new technique, moreover the teacher asked them to combine it with the previous technique, reciprocal technique,

because they had known the concept of reciprocal questioning deeply. The students were interested in this technique. It was proven by the students' ideas to practice it soon.

In pre reading activity, the researcher did brainstorming with the students by telling them that there were some different ways in giving command and request. The teacher gave the example *"for asking Ayu, I will say: "Ayu, take me a pen, please" and Ayu should say in a different way if she wants to ask her mother to take her a pen by saying "Mom, would you like to take me a pen, please"*. To check students' understanding, the teacher asked them to make some sentences related to request and command. After students had understood it well, the teacher gave them a text to read.

b) While reading activity

In while reading activity, the teacher asked them to read and find the difficult word. One of the students in booth 5 pushed the button and said *"What is the synonym of considerate?"* then the student in booth 23 answered *"kind"* then the teacher complimented *"That's right"* then it was followed by the other words, such as *"thoughtful, agreeable, and astonished"*. In this process, the teacher reminded them to write down their questions and their answers in the right herringbone scheme in order to check what kind of questions they should complete.

In this step, the teacher asked the students to continue their activities to complete their herringbone scheme by delivering reciprocal questions. Both the first and second sessions, the students gave and responded their friends' questions

slowly because they should think then write them down on their schemes. Even so, the students were able to give the four types of questions even the inference question. In inference question, a student in booth 20 asked “*Who are Mr. Thompson and Mr. White?*” then a student in booth 18 answered “*They are employers*”. In addition, by doing this method, the students could state and answer their questions in well structured way because of being more prepared than before, for example: a student in booth 13 asked “*Why does everyone enjoy working with Mr. Thompson?*”. In this case, the intended students seldom used the modal in verbal questions before, so he often constructed bad structured questions. In the second paragraph, the students gave fewer questions than the first paragraph. Then, the teacher asked them to guess the rest of the paragraph and there were some students who gave the right predictions.

c) Post reading activity

In post reading activity, the teacher gave some questions in the form of multiple choices. In this process, the students should push the button if their answers were intended choice. As a result, the students who gave the right answers could be described in the table below:

Table 14

Post Reading Scores of First Meeting Based on Questions Category

Questions category	R (%) Meeting 1
Main idea	12 students (28.6%)
Detail	40 students (95.2%)
Vocabulary	28 students (66.7%)
Inference	26 students (61.9%)

n	42
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Notes:

n: number of students

R: the number of students who gave the right answers

2) Meeting 2

a) Pre reading activity

The second meeting was held on Friday, May 23rd, 2008 at 08.45 a.m. This second meeting was held in the classroom as planned before. The researcher did not use language laboratory as the setting of the teaching learning process because the facilities of the language laboratory were not needed in the classroom procedures of that day. Moreover, the researcher used some different invitations as the teaching media to be discussed in pair, so the researcher thought that the students would be more comfortable to make reciprocal questions in the circle than in their booths.

In this meeting, the researcher divided the class into two sessions in order to be easier to control and manage the class. In the second meeting, the teacher asked the students to change their seats into a big circle and the teacher stood in the middle of the circle in order to make the students concentrate on the teaching learning process. The teacher gave the clue about the topic of the day by showing a card and asking: “*Can you guess what it is?*” They responded “*Invitation card*”. The teacher explained what they should do with their cards. They should comprehend the card by doing reciprocal questioning technique and completing the herringbone scheme.

b) While reading activity

In this technique, the teacher asked the students to do pair work. After understanding the technique, the teacher gave an invitation card for two students. So, the researcher gave totally eleven different invitation cards that should be changed in certain time. In the beginning, most students practiced it but there were some students discussing it with their fellow friend how to state their minds. At first, the teacher gave five minutes to comprehend the invitation card by putting their comprehension in a herringbone scheme and stating it with their fellow student. In the first five minutes, most of them made detail questions only, but when the teacher changed their cards and gave five more minutes, their questions became various. This process was continued until all students got all cards. Finally, they could complete their herringbone schemes.

c) Post reading activity

In this occasion, the teacher gave another similar invitation card that should be comprehended individually, then the researcher took them in five minutes, so they could not look at the text while answering the task. In this task, the teacher gave multiple choice and true or false questions that were read by the teacher. As a result, the students showed the satisfying result as described in the table below:

Table 15

Post Reading Scores of Second Meeting

No	Explanations	Scores
1	Highest score	100
2	Lowest score	50
3	Average score	75.68

3) Meeting 3

a) Pre reading activity

On Saturday, May 24th, 2008, the last teaching learning process was held. It was done in the language laboratory, and there was no one who was absent. In this last meeting, the researcher only gave two similar texts in the forms of reservation letters that should be comprehended individually, so the usage of language laboratory would help them to do reciprocal questioning well. The teacher just asked the students to comprehend the text directly. The technique was directly done by the students because the teacher wanted to check the students' awareness of making these two techniques as their own strategy. In this case, the students started to do the reciprocal questions by writing them down on their herringbone schemes.

Before giving the texts, the researcher gave clue to the students about topic of that day. The researcher asked "*What would you do if you wanted to buy a product from a magazine or newspaper?*" They answered "*Phone the agents*". Teacher said "*Why don't you make a reservation letter? Do you know what the reservation letter is like?*" They answered "*No*". Finally, the researcher gave them the first reservation letter.

b) While reading activity

In this main activity, the students made all types of questions that the teacher had taught before. It was started by the student in the booth number 6 who asked the question to her friend "*What is the main idea of the paragraph?*" then the student number 10 pushed the button and answered "*Riska orders five seats of*

single bed". This question was followed by the other questions until the text was clear enough. In this last teaching learning process, the students also put their friends' questions and answers in their own schemes. After completing all herringbone schemes, the teacher gave them the second text. As they had done before, the students made the similar activity. In the second text, the students gave and responded the questions more quickly than the first text.

c) Post reading activity

In post reading activity, the teacher gave the tasks based on the first and second texts. After giving the task, the teacher evaluated their comprehension by asking them to push the button if their answers were similar to the intended choice. The questions were categorized into main idea, detail, vocabulary, and inference questions. In this last post reading, the students showed that most of them gave the right answers. In conclusion, based on the tasks in the post reading activity, it could be seen that the students' reading comprehension had improved.

c. Students' field notes

On Saturday, May 24th, 2008, after the teaching learning process, the researcher shared the papers to the students. In this case, the researcher shared two kinds of field notes. In the first form, the students just should tick the checklist whether reciprocal questioning and herringbone technique were effective to improve reading comprehension or not. In the second form, the researcher asked them to write down their opinions and suggestions on a piece of paper. After analyzing the checklist, the researcher could conclude that there were nine students or about 20.45% stating that this technique is not effective to improve

reading comprehension and there were 35 students or 79.55% stating that this technique is effective to improve reading comprehension.

Besides that, the researcher also analyzed their opinions and suggestions related to the teaching learning process they had done. There were some students who gave the good responses to the new technique, such as: *“saya merasa senang dan lebih dapat memahami bacaan dengan metode yang Bu Ani berikan”*, *“lebih menyenangkan, menarik, dan mudah dipahami”*, *“mengajarnya nyenengin dan tidak ngebosenin”*. As a result, the researcher took the conclusion that according to the students’ view, this technique made them comfortable and enjoyable to join the teaching learning process.

d. Posttest

The posttest is the test that should be held after the treatment in order to know whether there is improvement in students’ reading comprehension or not. In this research, the posttest was held in the classroom on Tuesday, May 27th, 2008 at 7.00 a.m. attended by 44 students. As the first cycle, the students’ scores were categorized into five categories, they were very poor, poor, fair, good, and very good. In order to be clearly reported, the students’ posttest scores could be seen in the form of table below:

Table 16
Posttest of Cycle 2

Very poor	Poor	Fair	Good	Very good	Mean Score
-	5 students (11.36%)	18 students (40.91%)	16 students (36.37%)	5 students (11.36%)	62 (Good)

Based on the table above, the students' posttest showed that there was none of student's score that could be categorized as very poor score. There were five students categorized in poor category, 18 students were fair, and 16 students were good category. There were five students who got the score higher than 80 which could be categorized as very good score and the average score was 62 that could be categorized into a good score.

Related to questions' category, the researcher could categorize the students score into the table below:

Table 17
Posttest of cycle 2 Based on Questions Category

Questions Category	R (%)
Main idea	24 students (54.54%)
Detail	30 students (68.18%)
Vocabulary	25 students (56.82%)
Inference	26 students (59.09%)
n	44 students

Notes:

n: the number of students

R: the number of students who gave the right answers

Based on the table above, among 44 students, there were 24 students who were capable of identifying main idea, 30 students could find detail questions, 25 students were able to answer vocabulary questions, and there were 26 students who could answer inference questions well. In this case, there was a big improvement from the students' posttest scores in the first cycle and second cycle which could be seen in the table below:

Table 18

The Comparison between Posttest of Cycle 1 and Cycle 2 Based on Questions

Category

Questions category	R (%) Meeting 3	Questions category	R (%) Meeting 1
<i>Main idea</i>	23 students (52.27%)	<i>Main idea</i>	24 students (54.54%)
<i>Detail</i>	29 students (65.90%)	<i>Detail</i>	30 students (68.18%)
<i>Vocabulary</i>	23 students (52.27%)	<i>Vocabulary</i>	25 students (56.82%)
<i>Inference</i>	20 students (45.45%)	<i>Inference</i>	26 students (59.09%)
<i>n</i>	44 students	<i>n</i>	44 students

Notes:

n: the number of students

R: the number of students who gave the right answers

3. Observation

While acting all the planned activities, the researcher observed it. In this research, the researcher observed and reported both teaching learning in the classroom and the learning progress that the students had achieved related to the improvement of students' reading comprehension.

In the first meeting, the teacher focused on introducing herringbone technique which was combined by the reciprocal questioning technique. Because of having been introduced to four kinds of questions category before, the students did not have any obstacle in implementing this technique. Moreover the researcher found that the students constructed the questions and their answers better than before. It could be caused by their preparation in constructing the sentences before delivering to their friends through the herringbone schemes. Unfortunately, they made fewer questions in the second paragraph than the

previous paragraph. It was caused by having no idea to make reciprocal questions based on the second paragraph. In this case, the second paragraph was filled with the expressions how to ask someone to do something, so they thought that there was no important information in the second paragraph.

Related to their herringbone schemes, the researcher instructed students to complete their schemes with four components of reading components of reading comprehension, they were main idea, detail, vocabulary, and inference questions. However, some students only completed certain types of questions and omitted the other types of questions. Therefore, the researcher asked them to write down all types of questions in their herringbone schemes and deliver them in the reciprocal questioning.

In addition, in the post reading activity, the researcher evaluated their comprehension by calculating their right answer of each question category. As a result, there was a big improvement from the last meeting in cycle 1 and the first meeting in the cycle 2 which could be seen in the table below:

Table 19

The Comparison between Post Reading Scores in Cycle 1 and Cycle 2 Based on Questions Category

Questions category	R (%) Meeting 3	Questions category	R (%) Meeting 1
Main idea	15 students (34.1%)	Main idea	12 students (28.6%)
Detail	44 students (100%)	Detail	40 students (95.2%)
Vocabulary	19 students (43.2%)	Vocabulary	28 students (66.7%)
Inference	13 students (29.5%)	Inference	26 students (61.9%)

n	44 students
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n	44 students
---	-------------

Notes:

n: the number of students

R: the number of students who gave the right answers

In the second cycle, the teaching learning process should focus on unresolved problem in the first cycle. In this meeting, the teacher gave eleven different cards to 22 students, so they should comprehend in pair. The cards should be comprehended in five minutes by completing the herringbone schemes and making reciprocal questions to their fellow friends. The students did the procedures attentively. They made some questions including detail, main idea, vocabulary, and inference questions. Finally, this process was continued until all students got the last card.

Moreover, the researcher instructed students to complete their herringbone schemes as the draft before delivering their reciprocal questions. They enthusiastically made some herringbone schemes for some invitation cards. In fact, they made similar questions for different invitation cards. In this case, the researcher asked them to make other different questions but they did not have any idea for this. Finally, the researcher allowed them to make similar questions as far as the forms of the invitation cards was almost similar. Basically, making similar questions to the different invitation cards was permitted because they could answer their friends' questions well.

In post reading activity, the teacher gave the similar card which should be comprehended and memorized in five minutes. After that, the teacher gave some questions related to the card. In this test, they showed satisfying score with the

highest score was 100, the lowest score was 50 and the average score was 75.68. It showed that the students had reached better achievement than the pretest with the average of 55.

In the third meeting, the teacher gave two reservation letters. In this last meeting, the students were less guided by the teacher. It means that the activity in this last meeting was freer than before. The teacher just instructed the students to comprehend the text as they had done on the previous meetings. In this case, they made and responded the questions faster than before. When the teacher gave the second text, the students responded well.

They applied these two techniques without being instructed by the teacher. Moreover, the researcher planned to instruct the students to make reciprocal questions by completing their herringbone schemes but they completed their herringbone schemes and made reciprocal questions without being instructed before. It was caused by their understanding of herringbone and reciprocal questioning technique. In post reading activity, most students could answer the teacher's questions well.

4. Reflection

After giving the treatment, the researcher would like to reflect the conditions of second cycle. In the second cycle, the researcher used reciprocal questioning technique that was supported by herringbone technique. There was not any obstacle in introducing herringbone technique to the students because they had known the types of questions before. They only should put certain types of questions in certain herringbone then made them into reciprocal questioning to

their friends. In the second cycle, the researcher spent three meetings. In these three meeting, the students showed good responses. In addition, the students made and responded their friends' questions better than before. It could be seen from the improvement of the speed in making and responding the questions in each meeting. Besides that, they were relatively more self confident in expressing their ideas.

Based on the score of pretest and posttest in second cycle, it could be stated that the students had shown improvement in reading comprehension although they still needed practicing in order to make their reading comprehension perfect. In fact, in both pretest and posttest, there was no student who got very poor category or under 20. Unfortunately, there was declined number of students in poor category from six students to five students, so was in the fair category from 27 students to 18 students. Good category rose from eleven students to 16 students. At last, there were five students who could be included in very good category where there was no student in this position before.

Based on those result, the researcher could interpret that the students had been able to comprehend the texts better. In addition, the students could find main idea well. Furthermore, the students had been capable of inferring the texts and answering detail questions well. In addition, the students were able to improve their vocabulary better than before. Finally, the researcher hoped that both these techniques, reciprocal questioning and herringbone techniques, could be their own strategy in improving their reading comprehension.

Based on researcher's and collaborator's observations, it could be concluded that there were some strengths and weaknesses that could be reported during teaching learning activity as follows:

a. The strength

Based on the students' field notes, the students were interested in these two techniques, reciprocal questioning and herringbone techniques, and wanted to construct more and more questions. Consequently, when the students read new texts, both these techniques were possible to be implemented by the students outside class time or without teacher's instruction and guidance. Furthermore, the students could know the types of questions so that they could predict what kinds of questions which probably occurred in the task after reading. It is in a line with the previous observation that the students' questions in reciprocal questioning process often occurred in task of the post reading activity. In herringbone technique, the students could visualize their comprehension in a short draft of herringbone so they were not confused how the whole comprehension was like. So, it could help the students to comprehend the texts more quickly than they did not implement these techniques.

Viewed from the students' interests, the students showed the good responses to the new method. Moreover the usage of teaching media, such as the real invitation cards helped them to concentrate in teaching learning process. Besides that, the teaching learning process could be done both in classroom and language laboratory depending on the classroom procedures. Pair work would be more effectively done in the class room and the usage of language laboratory

could make the individual work run well because the students could listen and respond their friends' and teacher's questions clearly. Consequently, the students could join teaching learning process easily.

b. The weakness

During teaching learning process, the researcher and collaborator found that there were some weaknesses during the teaching learning activity in second cycle. There were 44 students in a class who had different interests, characteristics, and abilities. For the active students who were highly interested in English, the teacher did not face any problem. On the other hand, the teacher had the problem with the passive learner who had low interest in English. For the passive learner, they always felt shy to state their ideas and afraid of being false. As a result, some students thought that the teacher was too fast in giving the time for them to comprehend the texts.

Based on the data analysis, all students' reading comprehension problems were effectively solved through these two techniques. Finally, it could be concluded that reciprocal questioning technique that was supported by herringbone techniques could improve students' reading comprehension in SMK Diponegoro Salatiga in 2007/2008 academic year.

D. Discussion

Before doing the research, the researcher conducted pre research observations in order to know what problems that the students faced. After that, the researcher formulated those problems to be solved. In order to collect the data, the researcher interviewed the previous English teacher, Mrs. E.G. As a result,

they proposed five problems. The first problem was related to the students' inability to differentiate between *WH* and *yes/no questions*. The other problems were related to the components of reading comprehension, they were the problems in identifying main idea, detail, vocabulary, and making inference. Therefore, the researcher proposed to the collaborator to use reciprocal questioning technique as the attempt to improve students' reading comprehension ability and the collaborator agreed.

As the attempt to solve the first problems, the researcher did not explain the differences between *WH* and *yes/no questions* directly. She preferred asking them to practice reciprocal questioning and learn the differences indirectly and the researcher only made the correction when the students made the mistakes. Considering the assumption, more frequent they made and answered the questions, more frequent they learnt the differences of *WH* and *yes/no questions*. The researcher wanted to make students accustomed to using reciprocal questioning as frequently as the students could do. Besides that the result of the research was purely caused by the usage of reciprocal questioning technique.

At the beginning of treatment, the technique did not run maximally because the researcher could not find the appropriate classroom setting to practice whole class reciprocal questioning. The students felt shy to state their ideas when they were taught in the class room resulted in their limitation in practicing reciprocal questioning. Finally, this problem was solved when the researcher did the technique in the language laboratory. In the language laboratory, the students made and responded more questions than before. Finally, they could practice

whole class reciprocal questioning better than before. Besides that, it did not waste the time because they did not need to stand in front of the class to take their friends' attentions.

In the third meeting, the researcher found that there was improvement both in while reading activity and its post reading tasks related to the students' proficiency in the components of reading comprehension especially in detail questions. Based on teaching learning process, the students made and responded more questions than previous meetings even a student started to make inference question without being instructed by the teacher before. Moreover, the improvement could be seen in the score of reading task. Therefore, the researcher decided to conduct posttest in order to measure whether there is a difference or not. It proved that there were differences of pretest and posttest. But in fact, the improvement was not maximally reached. In teaching learning process, the students rarely made certain types of questions before being instructed by the teacher, especially, main idea and inference questions. Moreover, they often could not answer the vocabulary questions well. As a result, the attempts to improve students' reading comprehension were still needed.

In this case, the first cycle left some problems behind. They were some components of reading comprehension, main idea, vocabulary, and inference. Besides that, the students showed that they needed more preparation before delivering their questions to their friends. In other words, they always wrote them down before stating them. Beside that, the students should be reminded the kinds of questions types in reading comprehension. Consequently, certain type of

questions was less practiced and they had low score in some types of question. Therefore, the teacher initiated to add the new technique which was able to help the students to draw their own comprehension without omitting certain types of question so that they could reach whole comprehension.

In this research, the researcher chose herringbone technique to be combined with reciprocal questioning technique to be applied in the second cycle. As a result, it was more effectively done than using reciprocal questioning technique only. In second cycle, the students were more manageable and active than before. They did these techniques faster and faster. As a consequence, the students made the reciprocal questions more and more for each meeting. The improvement was not only in the teaching learning process but also the scores of the tasks in the posttest. Based on each component of reading comprehension's scores, the researcher concluded that they were able to find the appropriate main idea, vocabulary, and inferences better than before. Considering that all problems were resolved and the treatment was maximally conducted, the researcher conducted posttest to be compared with the pretest. Based on t-test, there was significant improvement between pretest and post test.

Based on the result of the research, the researcher would like to conclude that reciprocal questioning technique is one of the effective techniques which is able to improve the students' reading comprehension. The researcher agreed to Walker's theory that reading is interactive process that requires the readers to monitor their behavior by asking their questions about the important information

in the text and answering these questions, using both textual and non textual information (1988: 178).

The effectiveness of reciprocal questioning technique is influenced by many factors. It includes internal and external factors. Based on the previous research and theory, Walker (1988: 179) states that the learner patterns that produce a high successful rate are:

- a. A successive learner who asks questions and enjoys breaking a story into parts, reading only sections at a time. This technique uses students' strength to elaborate their understanding using the text and what they know.
- b. A successive learner who asks irrelevant questions when reading and fails to comprehend the main points of the story. This technique focuses on students' attention asking important questions and justifying answers.
- c. A passive learner who reads words frequently but does not ask her/himself "*what does this mean?*" this technique develops self-questioning and monitoring of comprehension.
- d. A passive reader who reads words fluently but does not use her/his knowledge to interpret text. This technique asks students to use both textual and non-textual information to ask and answer questions.

Related to the statements above, Walker only gives the internal factors that support the effectiveness of reciprocal questioning technique implementation. The researcher would like to add that reciprocal questioning technique will produce high success rate to the students who prefer working in group or in pair to ask their selves. It means that reciprocal questioning technique will be more effective

to the students who have self-confidence to state their idea. For inactive learners, the researcher can help them to support their confidence by the external factors.

As regards, the external factors are the supporting factors in implementing this technique. As the researcher's view, the effectiveness of reciprocal questioning technique is influenced by teaching learning setting and atmosphere. In implementing reciprocal questioning technique, it is better to do the technique in a quiet situation in order to make the students concentrate to make and respond their friends' questions. Whole class reciprocal questioning is better conducted in the language laboratory in order to reach out the students' idea clearly. Both in small group and in pair reciprocal questioning is better done in the classroom because they can reach their friends' questions without being helped by the facilities in the language laboratory.

For the students who do not like the spontaneity in making and answering the questions, it is better for them to make a draft using a herringbone schemes before delivering their questions to their friends. This technique is also suitable to the beginners who always forget the components of reading comprehension. By making the herringbone schemes, the students can remember the components needed in reading comprehension.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

In this research, the researcher conducted classroom action research related to the attempt to improve students' reading comprehension using reciprocal questioning technique. After the researcher did the action, the researcher concluded that there was improvement in the students' reading comprehension achievement. Therefore, the previous hypothesis which stated that reciprocal questioning technique is able to improve students' reading comprehension is right.

In the attempt of improving students' reading comprehension, the researcher faced some eases and obstacles. These eases and obstacles were formulated into the weaknesses and strength. In this research, the strengths of reciprocal questioning technique were: first, reciprocal questioning technique stimulated students to be autonomous and active readers because of having their own strategy to comprehend the texts even without teacher's guidance. Second, the students could predict what questions that probably occurred in the task after reading. Third, reciprocal questioning technique is more interesting and effective to improve students' reading comprehension than previous reading technique where the students read the texts and translated them.

Besides their strengths, there was a weakness of these techniques. Reciprocal questioning supported by herringbone techniques is less effective for the passive learners who preferred to read by themselves without trying to make

questions while reading the texts and felt shy to state their idea. Apart from their strengths and weakness, it could be concluded that reciprocal questioning technique supported by herringbone techniques is effective to improve students' reading comprehension in SMK Diponegoro Salatiga in 2007/2008 academic year.

B. Implication

By looking at a fact that there was significant improvement achieved by the students' reading comprehension through reciprocal questioning technique supported by herringbone technique, it implies that three main stages in teaching reading, they are pre reading, while reading, and post reading activities are interrelated each others. In while reading activity, herringbone technique could remind the students to the components of reading comprehension while practicing reciprocal questioning.

C. Suggestions

Based on the researcher's experiences during doing this research, the researcher would like to give some suggestions for the betterment of students' reading comprehension. They are as follows.

1. For English teachers

For improving the students' reading comprehension, the English teachers are suggested to:

- a. implement both reciprocal questioning and herringbone techniques by using supporting media which are able to explore the students' interest to comprehend the texts easily.

- b. apply the variations of reciprocal questioning technique in the classroom procedures.
 - c. encourage the students to use these techniques as their own strategies.
 - d. pay attention to the students' level of comprehension.
2. For the students

In order to improve their own reading comprehension, the students are suggested to:

- a. pay attention and obey the entire teacher's instruction when they are being taught.
 - b. keep reading some texts by using the techniques that they have learned with their teacher.
 - c. keep improving their vocabulary by more practicing reciprocal questioning techniques.
 - d. always consult their difficulty to the teachers or related expert in order to prevent of getting the false comprehension.
3. For the school or institution

For the effectiveness of teaching learning process, the school or institution is suggested to:

- a. make the policy to the English teachers to conduct ReQuest technique program once a week.
- b. facilitate the school or institution with several books and teaching media which help the effectiveness of reciprocal questioning technique implementation.

4. For other researchers

Finally, the researcher gives the suggestion to other researchers to conduct classroom action research related to the attempt to improve students' reading comprehension by using different techniques and media. However, the researcher hopes that this research can be used as the references for the other researchers to conduct a better research from the different perspectives.

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Appendices

Appendix 1

Instruments validity and reliability

NO	1	2	3	4	5	6	7	8	9	10	11	12
1	0	1	0	1	1	1	0	0	1	1	1	1
2	1	0	1	0	1	0	1	1	1	1	0	1
3	1	0	0	0	0	1	1	1	0	0	1	1
4	1	0	1	1	1	0	1	0	1	1	0	1
5	0	0	0	0	0	0	1	1	1	0	0	0
6	1	1	1	1	0	1	1	0	0	1	0	1
7	1	1	1	0	1	1	0	1	1	0	0	1
8	1	1	0	1	1	1	1	0	0	1	1	1
9	1	1	0	0	0	1	0	1	1	0	1	1
10	1	1	0	0	1	1	1	0	0	1	0	1
11	1	1	1	1	0	0	0	1	0	0	0	1
12	1	0	1	0	0	1	1	0	1	0	0	0
13	1	1	0	0	1	1	1	1	1	1	1	0
14	1	1	1	0	1	0	1	1	0	1	1	1
15	1	1	1	1	0	0	1	1	1	1	1	0
16	1	0	0	0	1	1	0	0	1	0	0	0
17	1	0	1	1	1	0	1	0	0	0	1	1
18	0	1	0	0	0	1	0	0	1	1	1	0
19	1	0	0	0	0	1	0	1	0	1	1	0
20	1	0	0	0	0	0	1	0	0	0	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1
22	0	0	0	1	0	0	1	1	1	1	1	0
23	0	0	1	1	1	1	0	0	0	0	1	1
24	0	0	0	0	1	0	0	1	0	0	0	1
25	0	1	0	0	0	1	1	0	1	1	0	0
26	0	0	0	0	0	0	0	1	1	0	0	0
27	0	0	0	0	0	0	0	0	0	0	0	0
28	1	0	1	1	0	1	1	0	1	0	1	1
29	0	0	0	1	0	0	0	0	0	0	0	0
30	0	1	1	0	0	1	0	1	0	0	1	0
31	1	1	0	0	0	0	0	0	1	0	0	1
32	0	0	0	0	1	0	0	0	0	0	0	0
33	0	0	0	0	0	1	0	0	0	0	0	1
34	0	0	0	0	0	0	0	0	0	0	0	0
35	0	0	0	0	0	0	1	0	0	0	1	1
36	1	0	0	0	0	0	1	0	0	1	1	0
37	0	0	0	0	0	0	0	0	0	0	0	0
38	0	0	1	0	0	0	1	0	0	0	0	1
39	1	0	0	0	0	0	0	0	0	0	0	0
40	0	0	0	0	0	1	1	0	0	1	1	0
	22	15	14	12	14	19	21	15	17	16	19	21
p	0,55	0,38	0,35	0,30	0,35	0,48	0,53	0,38	0,43	0,40	0,48	0,53
q	0,45	0,63	0,65	0,70	0,65	0,53	0,48	0,63	0,58	0,60	0,53	0,48
pq	0,25	0,23	0,23	0,21	0,23	0,25	0,25	0,23	0,24	0,24	0,25	0,25

	0,52	0,45	0,35	0,37	0,36	0,40	0,37	0,43	0,35	0,35	0,45	0,46
	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312
	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID

13	14	15	16	17	18	19	20	21	22	23	24	25
0	1	1	1	0	0	1	0	1	1	1	1	1
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1	11	0	1	0	0	1	0	0	0	0	1	0
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0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	1	0	1	1	0	0	1	1	0	0
20	27	19	22	12	16	22	17	14	19	22	17	15
0,50	0,68	0,48	0,55	0,30	0,40	0,55	0,43	0,35	0,48	0,55	0,43	0,38

0,50	0,33	0,53	0,45	0,70	0,60	0,45	0,58	0,65	0,53	0,45	0,58	0,63
0,25	0,22	0,25	0,25	0,21	0,24	0,25	0,24	0,23	0,25	0,25	0,24	0,23
0,37	0,75	0,52	0,50	0,43	0,35	0,46	0,32	0,36	0,43	0,33	0,32	0,33
0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID

26	27	28	29	30	31	32	33	34	35	36	37	38
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19	19	19	20	21	20	18	16	12	17	14	11	13
0,48	0,48	0,48	0,50	0,53	0,50	0,45	0,40	0,30	0,43	0,35	0,28	0,33
0,53	0,53	0,53	0,50	0,48	0,50	0,55	0,60	0,70	0,58	0,65	0,73	0,68
0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,24	0,21	0,24	0,23	0,20	0,22
0,46	0,37	0,44	0,52	0,37	0,42	0,37	0,35	0,39	0,38	0,38	0,34	0,34
0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID

39	40	41	42	43	44	45	X_t	x_t	x_t^2
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1	0	1	1	1	1	1	32	12,33	151,91
1	1	1	0	1	0	0	36	16,33	266,51
1	0	0	1	0	0	0	19	-0,68	0,46
1	1	1	0	0	1	1	25	5,33	28,36
0	0	1	1	1	0	1	24	4,33	18,71
1	0	0	0	1	1	0	27	7,33	53,66
0	1	1	1	1	1	1	33	13,33	177,56
1	1	0	1	0	0	1	28	8,33	69,31
1	0	1	1	1	1	0	25	5,33	28,36
1	1	1	0	0	1	0	28	8,33	69,31
1	1	1	1	1	0	1	24	4,33	18,71
0	0	0	0	1	1	0	22	2,33	5,41
1	1	0	1	1	1	1	31	11,33	128,26
1	1	0	0	0	0	1	24	4,33	18,71
0	0	1	0	0	1	1	20	0,32	0,11
1	1	0	1	1	1	1	27	7,33	53,66
1	1	1	0	1	0	0	22	2,33	5,41
0	1	0	1	0	0	1	20	0,32	0,11
1	0	1	0	1	0	0	26	6,33	40,01
1	1	0	0	1	0	1	29	9,33	86,96
1	1	0	0	0	1	1	22	2,33	5,41
1	0	0	1	1	0	1	21	1,33	1,76
0	0	1	0	0	1	0	15	-4,68	21,86
0	1	0	0	1	0	1	14	-5,68	32,21
0	0	1	0	0	0	0	11	-8,68	75,26
0	0	0	0	0	0	0	6	-13,68	187,01
1	0	0	0	1	0	1	24	4,33	18,71
0	1	0	1	0	0	1	14	-5,68	32,21
0	1	0	0	1	0	0	20	0,32	0,11
1	0	0	0	1	0	1	15	-4,68	21,86
1	0	0	0	0	0	0	4	-15,68	245,71
0	0	0	0	0	0	0	8	-11,68	136,31
0	0	1	0	1	0	0	12	-7,68	58,91
0	1	1	0	0	0	1	10	-9,68	93,61
0	0	0	0	0	0	0	10	-9,68	93,61

0	0	0	0	0	0	0	2	-17,68	312,41
1	0	0	0	0	0	0	6	-13,68	187,01
0	0	0	0	0	0	0	2	-17,68	312,41
0	1	0	0	0	0	1	17	-2,68	7,16
22	19	16	12	20	12	20	787		3216,78
0,55	0,48	0,40	0,30	0,50	0,30	0,50	19,68		
0,45	0,53	0,60	0,70	0,50	0,70	0,50			
0,25	0,25	0,24	0,21	0,25	0,21	0,25	10,72		
0,53	0,46	0,36	0,38	0,33	0,43	0,34			
0,312	0,312	0,312	0,312	0,312	0,312	0,312			
VALID	VALID	VALID	VALID	VALID	VALID	VALID			

RELIABILITY

$$S_t = \sqrt{\frac{\sum x^2}{n}} = \sqrt{\frac{3216.78}{40}} = 8.97$$

$$S_t^2 = 80.46$$

$$r_{kk} = \frac{k}{k-1} \left[1 - \frac{\sum pq}{s_t^2} \right] = \frac{45}{44} \left[1 - \frac{10.72}{80.46} \right] = 0.89$$

Because $r_o (0.89) > r_t (0.312)$, so the instrument is reliable.

PRETEST OF CYCLE 1

“PRINCESS” RICE COOKER

- Measure out required quantity of rice using measuring cup provided. Wash rice in pan, then put rice in the cooking pot and add water up to the level recommended by the marking. However, the quantity of water used will depend on the age and strain of the rice, as well as personal taste.

Do not exceed the maximum water level mark

- Set the cooking pot inside the rice cooker, make certain that the base is dry. Ensure that cooking pot is in direct contact with the heating element by rotating it slightly until it seats properly.

The rice cooker malfunctions if the cooking pot is incorrectly positioned.

Always keep the exterior bottom of the cooking pot and heating plate clean and dry

- When ready to cook, plug the power supply cord into an AC wall outlet. Press COOK. Once rice is cooked, a built-in heat sensor will automatically switch the COOK mode to WARM mode. Allow rice to rest for about 15 minutes before serving.

1. The paragraph above is the instruction of:
 - a. how to operate “princess” rice cooker
 - b. how to repair “princess” rice cooker
 - c. how to maintain rice cooker
 - d. “princess” rice cooker guarantee
2. Press COOK button:
 - a. to cook the rice
 - b. to warm the cooked rice
 - c. to make the built-in heat sensor work
 - d. to switch the cook mode to the warm mode
3. Describe briefly how to cook rice using the Princess Rice Cooker:
 - a. Plug the power cord into the rice cooker then push the cooking switch
 - b. Plug the power cord, press cook and switch the cook mode about 15 minutes
 - c. Measure the quantity of rice and set the cooking pot inside the rice cooker
 - d. Wash rice, put in the cooking pot with some water, plug the power cord, and press cook
4. “The rice cooker malfunctions if the cooking pot is incorrectly positioned.”
The underlined words mean:
 - a. It fails to work properly
 - b. It can’t warm the cooked rice
 - c. It automatically switches off the cook mode
 - d. It needs more than 15 minutes to rest before serving
5. “Measure out required quantity of rice using measuring cup provided.”
The underlined word means:
 - a. amount
 - b. degree
 - c. level
 - d. worth
6. Based on the passage, which statement is true?
 - a. The quantity of water depends on the quality of the machine
 - b. The cooking pot should be in indirect contact with the heating element

- c. If the rice is cooked, switch the COOK mode to WARM mode
- d. Before being entered, make sure that the base is dry

Dr. Kho Dji Fin
Hwa Chemical Institute
Singapore

Dear Dr. Fin

We have received your registration for our annual conference. Information about hotels and transportation are found in the enclosed conference brochure. If you need further assistance in arranging your trip, please call our conference coordinator in Hong Kong at (852) 037211121. We look forward to seeing you at the conference.

Sincerely
Ester A Tulung
Conference Registration

7. What is the purpose of this letter?
 - a. to get money for the conference
 - b. to invite speaker to the conference
 - c. to acknowledge conference registration
 - d. to make travel arrangement
8. What is the enclosed with the letter?
 - a. a registration form
 - b. a brochure about the conference
 - c. a ticket for conference
 - d. an invitation to the conference
9. What will Dr. Fin probably do if he has other questions?
 - a. He will contact conference coordinator
 - b. He will contact conference registration
 - c. He will look for another ticket agent
 - d. He will complain to Hwa chemical institute
10. "We have received your registration for our annual conference"
The underlined word means:
 - a. accepted
 - b. sent
 - c. recalled
 - d. found

Do you know that there are many possible hazards when you drive vehicles on the road? These hazards will always threaten every driver and even their passengers, but most of the drivers are hardly aware of them. Traffic accidents may happen if they are careless in operating their vehicles. That is the reason why a lot of road signs are installed on certain places.

Road signs are intended to prevent traffic accidents. We often find them around a town or city. When you see them you are driving, it means you must be careful. You must decrease the speed of your vehicle. You must follow and obey them. It is dangerous for yourself and some body else if you violate them.

Road signs must present information quickly and clearly. They must be easily recognizable and understandable. Around sign, for example, always present an order: - "No entry" or "50 mph maximum speed", a triangular-shaped sign carries a warning to drivers.

11. What is the best title of the paragraphs?
 - a. Road Signs
 - b. Traffic Accidents

- c. Operating Vehicles
 - d. A Warning to Drivers
12. How should the road signs present information?
- a. It should be colorful
 - b. It should be interesting
 - c. It should be well-known
 - d. It should be confusing
13. What information does a triangular-shaped sign always carry?
- a. It gives warning to drivers only
 - b. It gives warning to both drivers and passengers
 - c. It gives amusement to both drivers and passenger
 - d. It gives the directions to the pedestrians
14. The statements below are true, except:
- a. The traffic accidents may happen to the careless driver
 - b. The road signs will threaten the drivers
 - c. Road signs must present information
 - d. If you see the road signs, you must decrease the speed of your vehicle
15. "Most of the drivers are hardly aware of them"
- The underlined word means:
- a. afraid
 - b. realize
 - c. know
 - d. recognize

Appendix 3

**KEY ANSWERS:
PRETEST OF CYCLE 1**

NUMBER	ANSWER	THE TYPES OF QUESTION
1.	A	<i>Main Idea</i>
2.	A	<i>Detail</i>
3.	D	<i>Detail</i>
4.	A	<i>Vocabulary</i>
5.	A	<i>Vocabulary</i>
6.	D	<i>Detail</i>
7.	C	<i>Main Idea</i>
8.	B	<i>Detail</i>
9.	A	<i>Inference</i>
10.	A	<i>Vocabulary</i>
11.	A	<i>Main Idea</i>
12.	C	<i>Detail</i>
13.	A	<i>Detail</i>
14.	B	<i>Detail</i>
15.	B	<i>Vocabulary</i>

Appendix 4

POSTTEST OF CYCLE 1

Anton and Agus are my classmates. He lives on Merapi Street, 17. Agus also lives on Merapi Street, 24. I will show you the location of their homes if you want to visit them. It is near the main street. Now, you are on Pemuda Street, the most crowded street in our town. Go ahead to the south and then you will reach the intersection of Pemuda Street. Go ahead until the next intersection of Ki Narto Sabdo Street at the left corner of that cross road there is Klaten café and at the right side, there is government office. Go ahead about 100 meters and turn right at the corner. You will get into Merapi Street, this street is a bit narrow but we can reach the address in this area by car. Anton's address is on Merapi Street 17 not far from Agus's home. Where is their school? It is about a kilometer at the east part of Anton's home.

1. How far is the distance between Anto's home and his school?
 - a. a meter
 - b. 17 meters
 - c. 100 meters
 - d. 1000 meters
2. "You will get into Merapi Street, this street is a bit narrow"
The opposite of the underlined word is:
 - a. wide
 - b. small
 - c. big
 - d. thin
3. What is the main idea of the paragraph?
 - a. How Anton and Agus go to school
 - b. How is Anton's and Agus's environment
 - c. How to get to Anton's and Agus's homes
 - d. The descriptions of Anton's and Agus's homes.

To : Ramadani
Engineering Department
From : Director
Date : September 1st 2007
Subject : Elena, Ukrainian Engineer

Dr. Elena will visit our company on Tuesday, September 7th 2007 by an executive train, and I cannot see her because I will go to conference from August 30th, 2007 to September 7th, 2007 at 4 p.m. I would like you to prepare a program for her. She will arrive in the morning before noon with her employers. Please start with lunch in Mandala Hotel then show your department and our new show room.

4. What is the purpose of this memo?
 - a. to prepare a program
 - b. to show the department
 - c. to give recommendation
 - d. to have lunch
5. When is the memo written?
 - a. September 1st, 2007
 - b. August 30th, 2007
 - c. July 30th, 2007
 - d. September 7th, 2007
6. When will Dr. Elena come?
 - a. on September 7th 2007 at 4 p.m.
 - b. on September 7th 2007 in the morning

- c. from August 30th, 2007 in the afternoon d. from August 30th, 2007 in the morning
7. “She will arrive in the morning before noon with her employers”
The opposite of the underlined word is:
- a. leave c. stay
b. come d. start

Most people understand tape recorder although a part of them does not have it. How to operate a tape recorder is as follows: first, connect the tape recorder to the electricity by a cable and switch on the power. Second, push EJECT to open the cassette box. Then, third, insert the cassette into the cassette box. At last, fourth, push PLAY to play the cassette. Now, let's listen to the content of the cassette. If we want to stop the sound from the cassette, first, push STOP to stop the cassette. Second, push EJECT to open the cassette box. Then, third, take the cassette. Fourth, shut the cassette box by your hand. At last, switch off the power and free the connection between tape recorder and electricity.

8. How many steps are there to listen to the content of the cassette?
- | | |
|------|------|
| a. 1 | c. 3 |
| b. 2 | d. 4 |

9. “*Third, insert the cassette into the cassette box.*”

The underlined word has the similar meaning to:

- a. take c. push
b. lay d. put

10. What is the best title for the passage above?

- How to operate a tape recorder
- The parts of tape recorder
- How to listen to the music
- How to connect a tape recorder

How do you set about making a bottle garden? You can buy bottle gardens in shops, but I think it's much more fun to make your own. You need a large bottle to start which is easy to find, for example: a gold fish bowl. The next stage is to make sure that the water produced by the plants can drain away. So you need to put some lumps of charcoal in the bottom of the bottle to let the water escape and keep the garden "sweet" as we say. Then pour some fine soil into the bottle. You can get really fine soil in special mixtures from gardening shops if you want to save yourself some troubles. Then, put your plants

And now, you might wonder how to get them into the bottle. In fact, you can do this quite easily by fixing an ordinary fork or spoon to long stick and using these to lower the plants into position in the bottle. Then cover up the roots and firm down the soil. Put tall plants in the middle and small plants around the side. But if you are only ever going to view the garden from one side, make a slope and out the tallest plants at the back. Finally, when you've got all your plants in position, give them some water. And that's the only time you'll ever need to do it.

11. The best title for the passage above is:

- How to grow dry plants
- The way to get the plants into the bottle
- How to make a bottle garden
- The materials used in making bottle garden

12. Why are the tools attached to long handles?

- a. to keep the garden sweet c. to view the garden from all sides
b. to get the materials into the bottle d. to water the plants

13. How many times is it necessary to water the bottle garden?

- a. never
- b. once

- c. twice
- d. everyday

14. "You might wonder how to get them into the bottle"

The underlined word means:

- a. feel curious
- b. feel stressed

- c. be careful
- d. start

15. What should we do if we want to view the plants from right side?

- a. put small plants in the middle and tall plants around the side
- b. put tall plants at the left side and small plants at the right side
- c. put tall plants in the middle and small plants around the side
- d. cover up the roots and firm down the soil

Appendix 5

**KEY ANSWERS:
POSTTEST OF CYCLE 1**

NUMBER	ANSWER	THE TYPES OF QUESTION
1.	D	<i>Inference</i>
2.	A	<i>Vocabulary</i>
3.	C	<i>Main Idea</i>
4.	A	<i>Main Idea</i>
5.	A	<i>Detail</i>
6.	B	<i>Detail</i>
7.	A	<i>Vocabulary</i>
8.	D	<i>Detail</i>
9.	D	<i>Vocabulary</i>
10.	A	<i>Main Idea</i>
11.	C	<i>Main Idea</i>
12.	B	<i>Detail</i>
13.	B	<i>Inference</i>
14.	A	<i>Vocabulary</i>
15.	B	<i>Inference</i>

Appendix 6

POST TEST OF CYCLE 2

24 Kartini Street
Salatiga, February 19, 2008

Mr. Hendric
Gramedia book store
42 Pemuda Tengah Street
Solo
Dear Sir,

I am interested in your book published in advertisement of some daily newspapers, Suara Merdeka February 12 2008, so I would like you to send me:

- Three pieces of Interior and Exterior (part 1, 2, 3, 4, and 5)
- Five pieces of Our Garden (part 1, 2, 3, and 4)
- Three pieces of Cooking in the Short Time (part 1, 2, 3)

Besides this letter, I send Rp. 4000.000,00 to your office bill at Bank Jateng No. 44842452.458.111. If there is a lack of a payment, call me at 085647107992. I hope you can send them on February 22, 2008, and I will wait for your sending.

Thank you for your attention
Sincerely yours,

Wardani

1. What does Wardani ask to send?
 - a. The book
 - b. The furniture
 - c. The newspaper
 - d. The bill
2. Where does the sender get the information from?
 - a. Gramedia book store
 - b. Suara Merdeka daily newspaper
 - c. her office
 - d. the magazine
3. What will Mr. Hendric probably do if there is a lack of payment?
 - a. He will take the money at Bank Jateng
 - b. He will send the bill to Wardani through mail
 - c. Wardani will give the book back
 - d. He will call Wardani
4. What is the main purpose of the letter?
 - a. to persuade
 - b. to warn
 - c. to reserve
 - d. to entertain

Many people have complained to Bali Travel Agency because they have not received replies to their letters of enquiry. Mr. Andy is not pleased with the situation. He is discussing it with Anna, his secretary.

Mr. Andy : "Look at these letters, Anna. Not one of them has received a reply."

Ms. Anna : "Yes, I know. I'm terribly sorry I haven't replied to them yet."

Mr. Andy : "It's not good enough, Anna. We spent a lot of money advertising for new customers, and then we don't answer them."

Ms. Anna : "But that's the whole trouble. We've had so many inquiries that I've not been able to cope with them all."

Mr. Andy : "You've got Mary to help you. Ask her!"

Ms. Anna : "But Mary hasn't been able to help much with the letters because she's been so busy on the phone."

Mr. Andy : "What? All day?"

Ms. Anna : "Well, most of it. And any way, we ran out of the brochures. New supplies only came in from the printer this morning."

Mr. Andy : "Can you send them out today?"

Ms. Anna : "I hope so. I'll do my best."

Mr. Andy : "Good. And send a letter for apology with them, will you, please?"

Ms. Anna : "To everyone?"

Mr. Andy : "To everyone who's been kept waiting."

5. Who is always busy on the phone?
 - a. Ms. Anna
 - b. Ms. Mary
 - c. Mr. Andy
 - d. The customers
6. Why is Anna sorry?
 - a. She hasn't taken new brochures
 - b. She makes Mr. Andy waiting
 - c. She does not help Mary answer the phone
 - d. She hasn't replied the letter yet
7. "Any way, we ran out of the brochures"
The underlined word has similar meaning to:
 - a. created
 - b. modified
 - c. had a lot of
 - d. reached the end of
8. What will Ms. Anna probably do next?
 - a. send the letters of apology to the customers
 - b. send the letters of apology to Mr. Andy
 - c. phone the customers
 - d. look for new customer
9. From the conversations, we can infer that:
 - a. The agency does not have enough customers
 - b. Mary and Ms. Anna are a good team.
 - c. The agency never receives many complaints from the customers before
 - d. The printer always sends new brochures on the right time

**TRAVIS ENGLISH
BOOKSHOP**

On behalf of Travis Company, we would
like to invite you to lunch party to
celebrate publication of
A DAY IN PARADISE
The new novel by
ANDREW DITCH

Andrew will be available to sign copies.
Date: February 1st. time: 12.00.
Location: International Hotel, Jakarta.
Please reply to Ms. K Verbaeven
on (021)311087

CAM

Computer Ace magazine welcome
you its fifth annual International
Computer Exhibition show.

Goro Shopping Centre, Solo

On Saturday and Sunday,
April 8th/ 9th.
10.00 a.m. – 6.00 p.m.

Bring this ticket with you for free
entry (value \$20)

10. What is the main purpose of the text?
- to tell them about the new product
 - to remind the annual meeting
 - to discuss something very urgent about a conference
 - to invite some one
11. "...its fifth annual International Computer show"
The underlined word has the similar meaning to:
- regular
 - certain
 - yearly
 - monthly
12. Where will the exhibition be?
- in International Hotel, Jakarta
 - in Goro shopping centre
 - in Travis Company
 - in CAM company
13. When could Mr. Andrew be met?
- on February 1st
 - on Saturday, April 9th
 - on Sunday, April 8th
 - on Saturday and Sunday, April 8th/ 9th.
14. What may the readers do after reading the Travis invitation?
- They will go to Goro shopping centre
 - They will display their products in exhibition
 - They will see Mr. Andrew Ditch to get the ticket
 - They will call Ms. K Verbaeven
15. What may the readers do after reading CAM invitation?
- They will call C.A.M event organizer
 - They will buy the magazines
 - They will keep the ticket
 - They will display their products

Appendix 7

**KEY ANSWERS
POSTTEST OF CYCLE 2**

NUMBER	ANSWER	THE TYPES OF QUESTION
1.	A	<i>Detail</i>
2.	B	<i>Detail</i>
3.	D	<i>Inference</i>
4.	C	<i>Main Idea</i>
5.	B	<i>Detail</i>
6.	D	<i>Detail</i>
7.	D	<i>Vocabulary</i>
8.	A	<i>Inference</i>
9.	C	<i>Inference</i>
10.	D	<i>Main Idea</i>
11.	C	<i>Vocabulary</i>
12.	B	<i>Detail</i>
13.	A	<i>Detail</i>
14.	D	<i>Inference</i>
15.	C	<i>Inference</i>

Appendix 8

THE STUDENTS' FIELDNOTE

Day/Date : Monday, February, 18th 2008
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

The researcher and collaborator took seven students who were considered able to represent the students' characteristics of all students in the class, which were the active learners and passive ones.

Students' number	Students' interest in English	Students' interest in reading (Do you often read English text?)	Students' difficulties in comprehending the texts	The methods used by the previous teacher
ST 01	<i>Saya suka bahasa Inggris</i>	<i>Tergantung judul</i>	<i>Gak tau artinya</i>	<i>Kurang menarik</i>
ST 02	<i>Saya suka bahasa Inggris tetapi guru pengajarnya kurang menyenangkan</i>	<i>Kalau tau artinya, saya semangat mbaca</i>	<i>Kosa katanya</i>	<i>Kalau menerangkan yang teliti</i>
ST 03	<i>Saya suka bahasa Inggris soalnya nanto kan kalau kelas tiga ada ujian bahasa Inggris</i>	<i>Kalau sempat ya baca tapi kalau gak sempat ya gak saya baca</i>	<i>Tidak bisa melafalkannya</i>	<i>Cuma gitu gitu aja</i>
ST 04	<i>Saya suka bahasa Inggris karena bahasa Inggris sangat penting untuk mencari pekerjaan</i>	<i>Sering</i>	<i>Gak tau urutan urutan kalau ngartiin kalimat</i>	<i>Sering diberi tugas menerangkan</i>
ST 05	<i>Menurut saya, bahasa inggris adalah pelajaran yang menyenangkan sekaligus membingungkan.</i>	<i>Saya tidak suka membaca teks bahasa Inggris</i>	<i>Gak ngerti artinya dan susah ngucapinnya</i>	<i>Gurunya kurang bisa diajak ngomong jadi kan ada kendala kalo saya ada masalah</i>

ST 06	<i>Saya suka banget bahasa Inggris jika tau artinya</i>	<i>Saya suka mambaca bacaan berbahasa Inggris dari pinjem perpustakaan atau buku SMP</i>	<i>Vocabnya</i>	<i>Banyak menerangkan</i>
ST 07	<i>Saya ingin sekali dapat memahami bahasa Inggris dengan baik namun terkadang sulit sekali</i>	<i>Kadang baca di buku paket</i>	<i>Cara mengartikannya</i>	<i>Agak membosankan</i>

Appendix 9

PRETEST SCORE

Day/Date : Monday, February, 18th 2008
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

No	Name	R	S (%)	Score	Category
1.	ST 1	7	47	47	Fair
2.	ST 2	6	40	40	Poor
3.	ST 3	6	40	40	Poor
4.	ST 4	6	40	40	Poor
5.	ST 5	10	67	67	Good
6.	ST 6	8	53	53	Fair
7.	ST 7	12	80	80	Good
8.	ST 8	7	47	47	Fair
9.	ST 9	10	67	67	Good
10.	ST 10	6	40	40	Poor
11.	ST 11	8	53	53	Fair
12.	ST 12	7	47	47	Fair
13.	ST 13	6	40	40	Poor
14.	ST 14	6	40	40	Poor
15.	ST 15	5	33	33	Poor
16.	ST 16	6	40	40	Poor
17.	ST 17	8	53	53	Fair
18.	ST 18	6	40	40	Poor
19.	ST 19	8	53	53	Fair
20.	ST 20	8	53	53	Fair
21.	ST 21	8	53	53	Fair
22.	ST 22	12	80	80	Good
23.	ST 23	6	40	40	Poor

Appendix 10

LESSON PLAN OF CYCLE 1

School	: SMK Diponegoro Salatiga
Subject	: English
Class	: X Accounting I
Semester	: Even
Academic year	: 2007/2008
Competence standard	: Communicating in English on the novice level.
Basic competence	: Understanding meaning both in interpersonal and transactional texts formally and informally in reading request and command forms in daily life context.
Indicators	: <ol style="list-style-type: none">1. Understanding detail information2. Understanding main idea3. Developing their vocabularies4. Understanding inference (predicting what happen next)
Time	: Two meetings x 90 minutes
Learning Objectives	: Students are able to find the appropriate information in reading texts “request and command”.
Learning Material	: Request and command texts.
Learning method	: <ol style="list-style-type: none">1. Pre reading activity2. While reading activity3. Post reading activity
Teacher’s role	: <ol style="list-style-type: none">1. A facilitator who facilitates students to communicate among all participants in the classroom.2. A guide in classroom activities.3. An active participant during classroom activities.

Teaching and Learning Scenario:

No	Stages	Activities	Time
Meeting 1 In the class			
1	Pre reading activity	1. Greeting the students 2. Checking students' attendance 3. Introducing reciprocal questioning technique to improve reading comprehension 4. Giving the clues about the topic that will be given e.g.: <i>"Do you often buy a product?"</i> , <i>"Have you ever paid attention to its instructions in it?"</i> 5. Putting the text on the blackboard	15'
2	While reading activity	1. Giving the time to the students to read the text silently 2. Asking the students to find difficult words and write them out and their meanings on a piece of paper 3. Asking the students to stick it on their table in order to be read frequently so that they learn by heart. 4. Asking the students to make groups consisting of four students each 5. Doing reciprocal questions to the certain group randomly. 6. Asking every student in a group to make reciprocal questions which the answers are in the text. 7. Asking the students to make reciprocal questions among groups. 8. Explaining main idea, detail, vocabulary, and inference questions. 9. Giving another text about heat stroke 10. Asking the students to make reciprocal questions	45'

		in pair 11. Giving questions to the students randomly	
3	Post reading activity	1. Evaluating their comprehension by giving tasks based on the text given before 2. Asking the students to practice how to treat the heat stroke victim in front of the class 3. Asking the students to make a reflective discussion about what they feel and their difficulties during this activity.	20'
Meeting 2 In the multimedia laboratory			
1	Pre reading activity	1. Greeting the students 2. Checking students' attendance 3. Giving the clues about the topic that will be given e.g.: <i>"have you ever got lost? Why? etc."</i>	10'
2	While reading activity	1. Showing the incomplete text on the screen 2. Giving the time to the students to read the text silently 3. Asking the students to find difficult words and write them out and their meanings on a piece of paper 4. Asking the students to stick it on their table 5. Showing the first paragraph 6. Asking the students to make reciprocal questions by making the draft as below: <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 10px;"> Who ____? What ____? Why ____? Where ____? When ____? How ____? </div> <div style="border: 1px solid black; padding: 10px; flex-grow: 1;"> Asking students to make their own sentences </div> </div> 7. Showing the second paragraph 8. Asking them to make reciprocal questions	55'

		9. The procedure continues for the next paragraphs Read the text silently, close the screen, and ask to their friends 10. Asking the students to make the predictions to the end of story 11. Showing the rest of story to check whether their predictions are true or false	
3	Post reading activity	1. Asking the students to retell the story in front of the class 2. Giving the exercises by asking them to make directions when Mr. Simon wants to go to other locations. 3. Evaluating their comprehension by giving tasks 4. Giving comments to students' activities in their field notes	15'
Meeting 3 In the language laboratory			
1.	Pre reading activity	1. Greeting the students 2. Checking students' attendance 3. Giving the clues about the topic that will be given e.g.: <i>"look at the text! Can you guess what it is?"</i> <i>"What is memo?"</i>	10'
2.	While reading activity	1. Giving the time to the students to read the text silently 2. Asking the students to find difficult words and write them out and their meanings on a piece of paper 3. Asking the students to do reciprocal questions. 4. Asking student to push the button if they have the questions for their friends 5. Asking student to push the button if they can answer the questions from their friends.	60'

		6. Asking the students to do the similar activities until the content of the memo becomes clear. 7. Giving questions to the students and their choices 8. Asking the students to push the button if they answer the intended choice 9. Telling them the correct answer	
3.	Post reading activity	1. Asking the students to predict what the staff will do next 2. Make correction whether their predictions are true or false 3. Giving comments to students' activities. 4. Asking students' responses to the activities.	10'

Media :

1. Colored paper
2. LCD
3. Computer

Sources : 2007. *Practice Your English: Improve Your English for International Communication*. Bandung: HUP.

Evaluation : The activities during teaching learning process and tasks in post reading activities.

STUDENTS' WORKSHEETS OF MEETING 1

Especially for infants and children.

Indication:
Sore throat, cough, abnormal secretion of sputa.

Dosage:

- infants under 6 months: 1 teaspoonful 2X daily
- Infants over 6 months: 1 teaspoonful 3X daily
- Adults: 1-2 teaspoonfuls 3X daily.

Or as a prescribed by the physician (1 teaspoon = 5 ml)
Available: in bottles of 60 ml/90 ml.

STORE IN WARM PLACE

MAIN IDEA

16. the text above is a direction for:
- a cough syrup
 - a headache syrup
 - toothache medicine
 - eye sore salve

DETAIL

17. We should keep the cough mixture in a place.
- hot
 - warm
 - cool
 - cold
18. How long will it take an infant under 6 months to finish a bottle of 60 ml?
- 2 days
 - 4 days
 - 6 days
 - 8 days
19. How long will it take an infant over 6 months to finish a bottle of 60 ml?
- 2 days
 - 4 days
 - 6 days
 - 8 days

20. This medicine is:
- for external use
 - a cure for cough
 - for the relief of stomach pains
 - available on medical prescription only.

VOCABULARY

21. “infants under 6 months: 1 teaspoonful 2X daily”
The underlined word has the closest meaning to:
- baby
 - a boy
 - son
 - daughter

INFERENCES

22. What will probably happen if the patient takes more than suggested dosages?
- He will be better soon
 - He will have serious ill
 - He will be tired
 - He will be sleepy

Make reciprocal questioning based on the following letter and answer the questions below:

A heat stroke is a life-threatening condition in which overexposure to extreme heat and a consequent breakdown in the body's heat –regulating mechanism cause the body become dangerously over heated. Without emergency treatment, the victim lapses into coma and death soon follows. There are some instructions to provide first aid to a heat stroke victim. First, move the victim to a cool, shady place and remove clothing. Second, place him or her in a half-sitting position and support the head and shoulders, for example by using a pillow. Third, cover a victim with a wet sheet and keep it wet. Fourth, fan him or her with a magazine or an electric fan until the temperature drops to 38°C. At last, seek medical help immediately.

1. What is the main idea of the passage above?
 - a. A heat stroke is a dangerous diseases.
 - b. Some instructions to provide first aid to a heat stroke victim
 - c. Without emergency treatment, the victim lapses into coma and death soon follows
 - d. The way to help heat stroke victim is very easy
2. What will happen to the victim if he is not given first aid treatment?
 - a. He/ she will be unconscious
 - b. He/ she will feel cold
 - c. He/ she will be coma and death soon
 - d. He/ she will be better soon
3. Where should the heat stroke victim be located?
 - a. at place where gets direct rays of sun light
 - b. at the dark place
 - c. in water
 - d. in a windy place
4. Which position is recommended?
 - a. support the neck and shoulders
 - b. on the magazines
 - c. lay down on the pillow
 - d. a half-sitting position
5. How can a cooling condition be provided?
 - a. by using a pillow
 - b. by covering him/her a wet sheet
 - c. by covering him/her a magazine
 - d. by clothing him/her
6. "Fan him or her with a magazine or an electric fan until the temperature drops to 38°C"
The underlined word means:
 - a. falls
 - b. adds
 - c. cools
 - d. becomes

If we go somewhere and we don't have a sell-phone, we can use a public telephone service. How operate it? First, take the holding phone from the box. Second, insert a coin of money or a card into the box. Third, push the telephone number you want. Fourth, wait a moment until receiver says: "hello". Fifth, you can speak to the receiver. Sixth, when you finish speaking, hang on the holding phone at the box. If you use a card, wait a moment until the card out of box. At last, take the telephone card from the box.

7. The main idea of the passage above is:
 - a. The places to find public telephone
 - b. How to operate public telephone
 - c. The steps to use telephone service
 - d. The way to call on some one
8. Before we speak through the public telephone, how many steps we must do?
 - a. 6
 - b. 7
 - c. 8
 - d. 9
9. Finally, what must we do if we call using a telephone card?
 - a. take the telephone card from the box
 - b. push the telephone number and wait the instructions from the operator
 - c. insert a coin then take the card
 - d. push the card into the box
10. "Hang on the holding phone at the box."
The underlined word means:
 - a. put
 - b. take
 - c. lay
 - d. hold

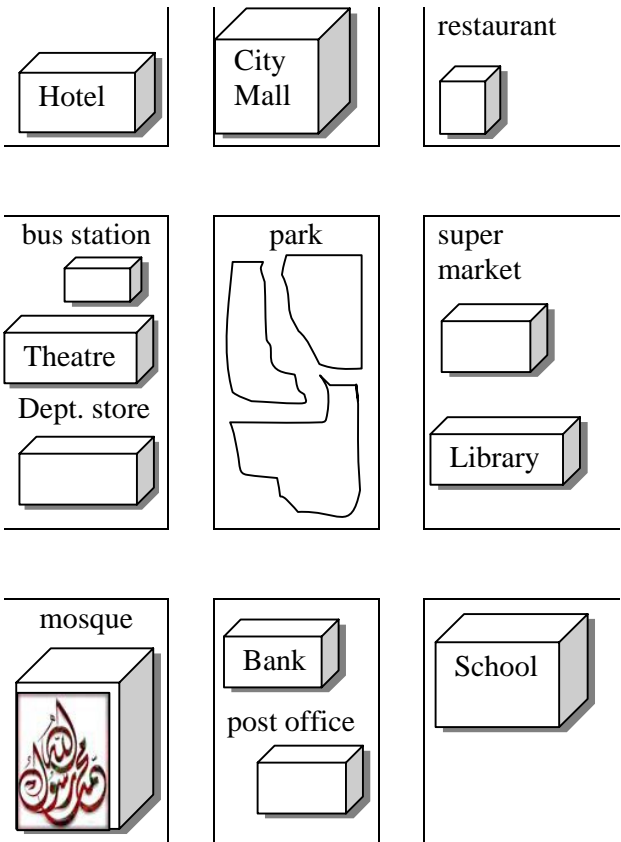
STUDENTS' WORKSHEET OF MEETING 2

Mr. Simon Baba needs some stamps, but he lives a long way from the post office so he must go town down to buy them. Because he is a stranger in this city and afraid of going astray, he decides not to drive by himself but he takes a bus instead. It is a five-mile trip to the city centre and takes him about twenty minutes.

When he arrives at the bus station, he gets confused because he does not know how to get to the post office. So, he asks the bus driver: excuse me, how do I get to the post office?. The bus driver says: I'm sorry, I don't know. Please ask inside.

Mr. Simon Baba goes inside the bus station and asks the ticket seller: excuse me, where is the post office? The ticket seller says: it's on the corner of Central Avenue and Park Street. Mr. Simon Baba asks: How do I get there? The ticket seller says: go out of the front door, turn right, walk straight ahead, go to the corner, cross Central Avenue, turn left, cross Main Street, and go one block. The post office is on the corner. Mr. Simon Baba thanks the ticket seller, goes out the door, but he turns in the wrong direction.

ROAD MAP



What happens?

Make reciprocal questioning based on the following letter and answer the questions below:

Paula is a visitor in Semarang, so she does not know about Semarang well. She asks a policeman to show her the location she wants to go.

Paula : "Can you tell me how to reach the bank, please?"

Policeman : "Which bank? There are two banks: Lippo Bank and Bukopin Bank"

Paula : "I want to withdraw money from Lippo Bank. How do I get there? I do not know this area"

Policeman : "Walk a long the footpath until you reach the traffic lights. You will see a shopping center on the right side and hospital on the left side. Walk a cross the road and turn right after the shopping center. Keep going for about 100 m and the bank is on the left side"

Paula : "It sounds very complicated. How far is it from here?"

Policeman : "It's not so complicated. It's about five minutes walk from here. I can draw a map for you if you wish"

Paula : "Oh, I would really appreciate that, but no, thanks."

1. The topic of the passage is:
 - a. Introducing one self to others
 - b. Expressing feeling
 - c. Asking direction
 - d. Describing event
2. Where Paula wants to go?
 - a. Lippo Bank
 - b. Bukopin Bank
 - c. Shopping center
 - d. Hospital
3. The statements below are false, except:
 - a. The policeman makes a map for Paula
 - b. Paula should catch the bus to the traffic light
 - c. The bank is on the left side
 - d. The hospital is on the right side
4. "I want to withdraw money from Lippo Bank"
The underlined word has similar meaning to:
 - a. take
 - b. borrow
 - c. save
 - d. send
5. What would Paula probably feel if she had the wrong way?
 - a. amused
 - b. confused
 - c. satisfied
 - d. excited

Mr. Smith is on the way to Sudirman Street for doing interview in a large company there, but he does not know where the company is. He decides to ask a woman who is standing nearby where the company is.

Mr. Smith : Excuse me, I have to go to ROBIN company for an interview. I wonder if you could tell me how to get there? The address is 23 Sudirman Street. I think it is near from here, isn't it?

A woman : Oh yes, that's not far from here. Go straight down here, and take the second turning to your right, then keep straight until you find T junction. Sudirman Street is at your right and Kasuari Street is at your left where there is a large traditional market on it. It's about five minutes walk from here and the company can be seen from T junction.

Mr. Smith : Thank you very much

A woman : It's a pleasure

6. Where does Mr. Smith want to go?
 - a. to a market
 - b. to robin company
 - c. to woman's house
 - d. to kasuari street
7. The statements below are incorrect, except:
 - a. Mr. Smith works in a large company
 - b. Sudirman Street can be reached by walking
 - c. There is a large traditional on Sudirman Street
 - d. Mr. Smith knows the company very well.
8. Where should Mr. Smith go after find T junction?
 - a. go straight down
 - b. keep straight
 - c. turn left
 - d. turn right
9. "He decides to ask a woman who is standing nearby where the company is."
The underlined word means:
 - a. thinks
 - b. resolves
 - c. wants
 - d. chooses
10. What probably happens in Kasuari Street?
 - a. a music show
 - b. the teaching learning
 - c. a trade
 - d. a transportation

Appendix 13

STUDENTS' WORKSHEET OF MEETING 3

FROM : Mr. Hartoko
SENT : 10.15 a.m. Monday, April 10th, 2007
TO : Sales Staff
SUBJECT : Annual Meeting

I'm writing to remind you that our annual meeting will be on Thursday, April 18th. I want everyone to be ready with ideas, strategies, and sales forecast for next year. I will be out of town attending a conference on the new products of LCD projector in Jakarta, Wednesday and Thursday. Remember that next Monday is a holiday. Therefore, if you have something urgent to discuss, please see me on Friday, April 14th.

Thank you

1. When could Mr. Handoko be met?
 - a. on Monday, April 10, 2007
 - b. on Thursday, April 18th
 - c. on Wednesday and Thursday
 - d. on Friday, April 14th
2. What is the main purpose of the memo?
 - a. to tell them about the new product of LCD
 - b. to remind the sales staff about their annual meeting
 - c. to discuss something very urgent about a conference
 - d. to ask his staff to see him
3. "I'm writing to remind you that our annual meeting"
The underlined word has the similar meaning to:
 - e. regular
 - f. certain
 - g. monthly
 - h. yearly
4. "If you have something urgent to discuss, please see me on Friday, April 14th"
The underlined word has the similar meaning to:
 - a. difficult
 - b. new
 - c. important
 - d. planned
5. What may the sales staff do after reading the letter?
 - a. They will plan how to spend the extended weekend
 - b. They will display the new products of LCD projector
 - c. They will see Mr. Handoko before he leaves the conference
 - d. They will think about strategies and sales forecast for next year

Appendix 14

POST READING SCORES OF MEETING 1

Day/Date : Thursday, March 27th 2008
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

types of question Students' numbers	main idea	detail	inference	detail	detail	vocabulary	main idea	inference	detail	vocabulary	SCORES
1	0	1	0	1	1	1	1	1	1	1	8
2	1	1	1	1	1	0	0	1	1	0	7
3											
4	1	1	1	1	1	0	1	0	1	0	7
5	0	1	0	1	1	0	1	1	1	1	7
6	0	1	1	1	1	1	0	0	1	1	7
7	0	1	1	1	1	0	1	1	1	0	7
8	0	1	0	1	1	0	1	0	1	1	6
9	1	0	0	1	1	0	0	1	1	1	6
10											
11	0	1	0	1	1	0	0	1	1	0	5
12	0	1	1	1	1	1	1	0	1	0	7
13	1	1	0	1	1	0	1	1	1	1	8
14	0	1	0	1	1	0	0	1	1	0	5
15	1	1	1	1	0	0	1	0	1	0	6
16	0	1	0	1	1	0	0	0	1	0	4
17	1	1	1	1	1	0	0	0	1	0	6
18	0	1	0	1	0	1	0	0	1	0	4
19	1	1	0	1	1	1	0	1	1	1	8
20	1	1	0	1	1	0	0	0	1	0	5
21	0	1	1	1	1	0	1	1	1	1	8
22	0	1	0	1	1	0	0	1	1	1	6
23	0	0	1	1	1	1	0	0	1	0	5
24	0	1	0	1	1	0	0	1	1	0	5
25	0	1	0	1	1	1	0	0	1	0	5
26	0	1	0	1	1	0	0	1	1	0	5
27	0	1	0	1	1	0	0	0	1	0	4
28	0	1	1	1	1	1	0	1	1	0	7
29	0	1	0	1	0	0	0	0	1	0	3
30	0	1	1	1	1	0	0	1	1	0	6
31	1	1	0	1	0	0	0	0	1	0	4
32	0	1	0	1	1	0	0	1	1	0	5
33	0	1	0	1	1	0	0	1	1	0	5
34	0	1	0	1	1	0	0	1	1	0	5
35											
36	0	1	0	1	1	0	1	0	1	1	6

37	0	1	0	1	1	0	0	0	1	0	4
38	0	1	1	1	1	0	1	0	1	0	6
39	1	1	0	1	1	0	0	0	1	0	5
40	0	1	0	1	1	0	0	0	1	0	4
41	0	1	0	1	1	0	0	1	1	0	5
42	0	1	0	0	0	0	0	1	1	0	3
43											
44	0	1	0	1	1	0	1	0	1	0	5
TOTAL	10	38	12	39	35	8	12	20	40	10	

Main idea questions:

$$\frac{10 + 12}{2} = 11$$

$$\frac{11}{40} \times 100 = 27.5\%$$

Detail questions:

$$\frac{38 + 39 + 35 + 40}{4} = \frac{152}{4} = 38$$

$$\frac{38}{40} \times 100 = 95\%$$

Vocabulary questions:

$$\frac{8 + 10}{2} = \frac{18}{2} = 9$$

$$\frac{9}{40} \times 100 = 22.5\%$$

Inference questions:

$$\frac{12 + 20}{2} = \frac{32}{2} = 16$$

$$\frac{16}{40} \times 100 = 40\%$$

Questions category	R (%)
	Meeting 1
Main idea	11 students (27.5%)
Detail	41 students (95%)
Vocabulary	9 students (22.5%)
Inference	16 students (40%)

Appendix 15

POST READING SCORES OF MEETING 2

Day/Date : Wednesday, April 9th 2008
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

types of question Students' numbers	main idea	detail	inference	vocabulary	inference	detail	inference	detail	vocabulary	inference	Scores
1.	1	1	1	1	1	1	0	1	0	1	8
2.	0	1	1	0	0	1	0	1	0	1	5
3.	0	1	0	0	1	1	1	1	0	1	6
4.	0	1	1	0	0	1	0	1	0	1	5
5.	1	1	1	0	1	1	1	1	1	0	8
6.	0	1	1	0	0	1	0	1	0	1	5
7.	0	1	1	0	1	1	0	1	0	1	6
8.	0	1	0	0	0	0	1	1	0	1	4
9.	1	1	1	0	1	1	0	1	0	1	7
10.	0	1	0	0	0	1	1	1	0	1	5
11.	0	1	0	0	0	1	0	0	0	1	3
12.	0	1	1	0	0	1	1	1	0	1	6
13.	0	1	0	0	0	1	1	1	0	1	5
14.	0	1	1	0	0	1	0	1	0	1	5
15.	0	1	0	0	0	1	1	1	0	1	5
16.	0	1	0	0	0	1	0	1	0	1	4
17.	1	1	1	0	1	1	0	1	0	1	7
18.	0	1	0	0	0	1	0	1	0	1	4
19.	1	1	0	0	1	1	0	1	0	1	6
20.	1	1	0	0	1	1	0	1	0	1	6
21.	0	1	1	0	0	1	1	1	0	1	6
22.	1	1	1	1	1	1	0	1	1	0	8
23.	0	1	1	0	1	1	0	1	0	1	6
24.	0	1	0	0	0	1	0	1	0	1	4
25.	0	1	0	0	1	1	0	1	0	1	5
26.	1	1	1	0	1	1	0	1	1	0	7
27.	0	1	0	0	1	1	0	1	0	1	5
28.	0	1	1	0	1	1	0	1	1	1	7
29.	0	1	0	0	0	1	0	1	0	1	4
30.	0	1	1	0	0	1	0	1	0	1	5
31.	0	1	0	0	0	1	0	0	0	1	3
32.	0	1	0	0	0	1	0	0	0	1	3
33.	0	1	1	0	1	1	0	1	0	1	6
34.	0	1	1	0	1	1	0	1	0	1	6
35.	0	1	0	0	0	1	0	1	0	1	4
36.	0	1	0	0	0	1	0	0	0	1	3

37.	0	1	0	0	0	1	0	0	0	1	3
38.	0	1	1	0	0	1	0	1	0	1	5
39.	0	1	0	0	0	1	0	1	0	1	4
40.	0	1	0	0	1	1	0	1	0	1	5
41.	0	1	0	0	0	1	0	1	0	1	4
42.	0	1	0	0	0	1	0	1	0	1	4
43.	0	1	0	0	0	1	0	1	0	1	4
44.	0	1	1	0	1	1	1	1	0	1	7
TOTAL	8	44	20	2	18	43	9	39	4	41	

Main idea questions:

$$\frac{8}{44} \times 100 = 18.8\%$$

Detail questions:

$$\frac{44 + 43 + 39}{3} = \frac{126}{3} = 42$$

$$\frac{42}{44} \times 100 = 95.5\%$$

Vocabulary questions:

$$\frac{2 + 4}{2} = \frac{6}{2} = 3$$

$$\frac{3}{44} \times 100 = 6.8\%$$

Inference questions:

$$\frac{20 + 18 + 9 + 41}{4} = \frac{88}{4} = 22$$

$$\frac{22}{44} \times 100 = 50\%$$

Questions category	R (%)
	Meeting 1
Main idea	8 students (18.8%)
Detail	42 students (95.5%)
Vocabulary	3 students (6.8%)
Inference	22 students (50%)

Appendix 16

POST READING SCORES OF MEETING 3

Day/Date : Friday, April 18th, 2008
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

types of question	detail	main idea	vocabulary	vocabulary	inference	Scores	
Students' numbers							
1.	1	1	1	1	1	5	10
2.	1	0	1	0	0	2	4
3.	1	1	1	1	0	4	8
4.	1	1	1	0	0	3	6
5.	1	1	1	1	1	5	10
6.	1	0	1	0	0	2	4
7.	1	0	1	0	0	2	4
8.	1	1	1	0	0	3	6
9.	1	1	1	1	1	5	10
10.	1	0	1	0	0	2	4
11.	1	1	1	0	0	3	6
12.	1	0	1	0	0	2	4
13.	1	0	0	0	0	1	2
14.	1	0	1	0	0	2	4
15.	1	0	0	0	0	1	2
16.	1	0	1	0	0	2	4
17.	1	0	1	0	1	3	6
18.	1	0	0	0	0	1	2
19.	1	1	0	0	0	2	4
20.	1	1	0	0	1	3	6
21.	1	0	1	0	0	2	4
22.	1	1	1	1	1	5	10
23.	1	0	1	0	1	3	6
24.	1	0	0	0	0	1	2
25.	1	1	0	1	1	4	8
26.	1	1	1	0	1	4	8
27.	1	1	0	0	1	3	6
28.	1	1	1	1	0	4	8
29.	1	0	0	0	0	1	2
30.	1	0	1	0	0	2	4
31.	1	0	1	0	0	2	4
32.	1	0	0	0	0	1	2
33.	1	0	1	0	1	3	6
34.	1	0	1	0	1	3	6
35.	1	0	0	0	0	1	2
36.	1	0	1	0	0	2	4

37.	1	0	0	0	0	1	2
38.	1	0	1	0	0	2	4
39.	1	0	1	0	0	2	4
40.	1	0	0	0	0	1	2
41.	1	0	1	0	0	2	4
42.	1	0	1	0	0	2	4
43.	1	0	0	0	0	1	2
44.	1	1	1	1	1	5	10
TOTAL	44	15	30	8	13		

Main idea questions:

$$\frac{15}{44} \times 100 = 34.1\%$$

Detail questions:

$$\frac{44}{44} \times 100 = 100\%$$

Vocabulary questions:

$$\frac{30 + 8}{2} = \frac{38}{2} = 19$$

$$\frac{19}{44} \times 100 = 43.2\%$$

Inference questions:

$$\frac{13}{44} \times 100 = 29.5\%$$

Questions category	R (%)
	Meeting 1
Main idea	15 students (34.1%)
Detail	44 students (100%)
Vocabulary	19 students (43.2%)
Inference	13 students (29.5%)

Appendix 17

POSTTEST SCORES OF CYCLE 1

Day/Date : Saturday, April 26th 2008
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

No	Name	R	S (%)	Score	Category
1.	ST 1	10	67	67	Good
2.	ST 2	7	47	47	Fair
3.	ST 3	8	53	53	Fair
4.	ST 4	8	53	53	Fair
5.	ST 5	11	73	73	Good
6.	ST 6	9	60	60	Fair
7.	ST 7	12	80	80	Good
8.	ST 8	10	67	67	Good
9.	ST 9	9	60	60	Fair
10.	ST 10	8	53	53	Fair
11.	ST 11	6	40	40	Poor
12.	ST 12	8	53	53	Fair
13.	ST 13	8	53	53	Fair
14.	ST 14	6	40	40	Poor
15.	ST 15	7	47	47	Fair
16.	ST 16	8	53	53	Fair
17.	ST 17	7	47	47	Fair
18.	ST 18	7	47	47	Fair
19.	ST 19	10	67	67	Good
20.	ST 20	8	53	53	Fair
21.	ST 21	10	67	67	Good
22.	ST 22	12	80	80	Good
23.	ST 23	8	53	53	Fair
24.	ST 24	6	40	40	Poor

25.	ST 25	9	60	60	Fair
26.	ST 26	11	73	73	Good
27.	ST 27	8	53	53	Fair
28.	ST 28	11	73	73	Good
29.	ST 29	9	60	60	Fair
30.	ST 30	8	53	53	Fair
31.	ST 31	12	80	80	Good
32.	ST 32	7	47	47	Fair
33.	ST 33	8	53	53	Fair
34.	ST 34	8	53	53	Fair
35.	ST 35	7	47	47	Fair
36.	ST 36	5	33	33	Poor
37.	ST 37	5	33	33	Poor
38.	ST 38	7	47	47	Fair
39.	ST 39	8	53	53	Fair
40.	ST 40	7	47	47	Fair
41.	ST 41	9	60	60	Fair
42.	ST 42	6	40	40	Poor
43.	ST 43	7	47	47	Fair
44.	ST 44	10	67	67	Good
Total				2433	Fair
Mean				55	

Numbers of items =15

S = the student's mastery in %

R = the student's right answer

Appendix 18

T-TEST OF CYCLE 1

Pretest	Posttest	Difference	D²
47	67	20	400
40	47	7	49
40	53	13	169
40	53	13	169
67	73	7	49
53	60	7	49
80	80	0	0
47	67	20	400
67	60	-7	49
40	53	13	169
53	40	-13	169
47	53	7	49
40	53	13	169
40	40	0	0
33	47	13	169
40	53	13	169
53	47	-7	49
40	47	7	49
53	67	13	169
53	53	0	0
53	67	13	169
80	80	0	0
40	53	13	169
47	40	-7	49
47	60	13	169
73	73	0	0
60	53	-7	49
67	73	7	49
53	60	7	49
53	53	0	0
33	80	47	2209
33	47	13	169
60	53	-7	49
60	53	-7	49
20	47	27	729
27	33	7	49
27	33	7	49
40	47	7	49
40	53	13	169
33	47	13	169
47	60	13	169
33	40	7	49
33	47	13	169
60	67	7	49
		338	7324

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$t = \frac{7.68}{\sqrt{\frac{7324 - \frac{(338)^2}{44}}{44(44-1)}}$$

$$t = 4.86$$

Because of t_0 (4.86) is higher than $t_{(43, 0.05)}$ (1.68), it can be concluded that there is a significant improvement between pretest and posttest.

THE RESEARCHER'S FIELDNOTES MEETING 1

Day/Date : Thursday, March 27th 2008
 Time : 09.00-10.30
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

After teaching learning process, I write down some important things that I can catch from the teaching learning process through the table below:

No	Teacher	Students' responses	Teacher's responses
1.	sticks the colored texts on the black board	look interested to it	Students are more concentrated to be taught using teaching media
2.	Gives the new vocabularies	Write them down on their small paper and stick it on their tables	Students have the motivation to add their vocabularies
3.	<i>Asks "is it possible to me to take this medicine?"</i>	some students answered <i>"it is for sore throat"</i>	some of them could not distinguish between <i>WH</i> and <i>Yes/No Questions</i>
4.	asks them to make reciprocal questions	Even though there are many students who are active in the class, but there are some students who are passive and do non-academic activities in the class. Consequently, the class is noisy enough	This class consists of 44 students, I think I can not control so many students in one time
5.	asks them to practice reciprocal questions in groups	When I get closer to the certain group, the other groups do not make a dialog and so does if I get closer to another group, the other groups are not active anymore.	It will be probably better to divide the class into the smaller number.
6.	asks them to practice the text that is the way to give the first aid to the heatstroke victim	Look enthusiastic and the class is too much humor.	Students are not bored
7.	<i>Asks "What do you think of the way I teach?"</i>	<i>"menerangkannya terlalu cepat bu..."</i>	I will be slower and clearer next meeting

THE RESEARCHER'S FIELDNOTES
MEETING 2

Day/Date : Tuesday, April 8th, 2008
 Time : 08.45 – 10.25
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

No	Teacher	Students' responses	Teacher's responses
1.	decides to make the class more interesting where the students can be maximally concentrated to comprehend the texts by doing reciprocal questions actively	Look enthusiastic and the collaborator states that they have not been taught in multimedia room before	Decide the class into two sessions and use LCD
2.	Explains and gives example Yes/No and WH questions	Pay attention	There is no Yes/No and WH questions mistakes
3.	Gives the longer time to read the text	Read attentively	Gives the new vocabularies
4.	Asks them to pretend as a teacher	Only the active students deliver their questions	Point out inactive students
5.	Point out inactive students	She keeps silent in front of the class	Asks her to bring her note
6.	Point out inactive students	She says " <i>dari sini saja ya Bu...</i> "	She is unconfident to read her questions.
7.	Asks students to practice the way to the post office	Practice well	This activity can prevent the boredom
8.	Writes down a question " <i>how do you feel taught using ReQuest technique?</i> "	Answer: <i>"I feel happy"</i> <i>"I feel enjoy study English"</i> , <i>"luar biasayeach besok yang lebih yeach lagi ya Mom"</i> , <i>"lebih enak di sini dari pada di kelas, Bu..."</i>	There is a progress in the frequency of making and responding questions

THE RESEARCHER'S FIELDNOTES
MEETING 3

Day/Date : Friday, April 18th, 2008
 Time : 09.55 – 11.35
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

No	Teacher	Students' responses	Teacher's responses
1.	Asks to make reciprocal questions without being given example	Directly make a simple question even in the wrong construction: <i>"when this memo to send?"</i>	Making correction <i>"do you mean: when is the memo sent?"</i>
2.	Asks to make reciprocal questions	At first, there are only the active students give questions, they are booth number 5 and 24	Points out the other inactive students, number 4 and 2
3.	Asks to make reciprocal questions	Most of them make detail questions	Reminds students the other types of questions
4.	Asks to make reciprocal questions in other types of questions	A student makes vocabulary question: <i>"what is the meaning of attending?"</i> then a student answers <i>"mengikuti"</i>	asks her to give the meaning in English, there fore she clarifies her answer <i>"joining"</i>
5.	Asks to make reciprocal questions in other types of questions	A student starts to make question in inference question: <i>"who is Mr. Handoko?"</i>	Gives compliment
6.	Gives compliments	They make other questions even inactive students who are usually shy to state her sentences	Compliments make the students are motivated to state their idea
7.	Gives the questions through ear phone	Able to ask more questions than the day before	There is a progress
8.	asks the students to make the prediction about what happen next	They can make the predictions related to the memo well.	There is a good progress
9.	Asks students' responses to the activities.	A student says <i>"gak kerasa jamnya dah habis ya..."</i> <i>"lebih enakan disini bu..."</i>	Language laboratory can be a good media to conduct reciprocal questions and prevent the boredom

**THE COLLABORATOR'S FIELD NOTES
MEETING 1**

Day/Date : Thursday, March 27th 2008
Time : 09.00-10.30
School : SMK Diponegoro Salatiga
Subject : English
Class : X Accounting 1
Semester : Even
Academic Year : 2007/2008

1. The students were noisy, many students did not give attention and they did not respect to her
2. Some students made dialog actively but some students spoke to their friend.
3. Students look enthusiastic when the teacher gave the text on colorful paper in front of the class
4. The students looked shy when the teacher asked them to stand up in front of the class to give questions
5. Students made some mistakes in making the sentences
6. Students wrote all vocabularies they did not understand yet and put them on their tables.

Suggestion: this technique is not suitable to the big class. It had better to the class divided into two groups.

**THE COLLABORATOR'S FIELD NOTES
MEETING 2**

Day/Date	: Tuesday, April 8 th , 2008
Time	: 08.45 – 10.255
School	: SMK Diponegoro Salatiga
Subject	: English
Class	: X Accounting 1
Semester	: Even
Academic Year	: 2007/2008

1. The students gave attention to the texts which on the LCD screen because the students never taught by using LCD before
2. Students were more active than the last meeting
3. The students could answer the questions from their friends well
4. The students felt shy to give questions although they have written it on their paper
5. The teacher showed every paragraph on the screen and the students gave the good respond and asked the vocabularies that they did not know
6. The class was controlled by the teacher well
7. The teacher taught the way to make interrogative sentences using Yes/No questions and WH questions and the students could make the questions well

Suggestion: students felt shy to state their sentences in front of the class because they might rather afraid if it was true or false. It is better that to give much time to the students to make the sentences, and then the students can make the sentences confidently

**THE COLLABORATOR'S FIELD NOTES
MEETING 3**

Day/Date	: Friday, April 18 th , 2008
Time	: 09.55 – 11.35
School	: SMK Diponegoro Salatiga
Subject	: English
Class	: X Accounting 1
Semester	: Even
Academic Year	: 2007/2008

1. Students got in the language laboratory enthusiastically.
2. Students made interrogative sentences without suggested by the teacher
3. The students who were not active, now be active
4. There was no mistake in making question
5. The teacher gave many compliments to the students
6. All students were active to press the button
7. There were any mistakes in arranging interrogative sentences

Suggestion: teaching in language laboratory makes the students more active. My suggestion, this reading technique can be supported by teaching in language laboratory.

STUDENTS' FIELD NOTES

Comment 1	<i>Menurut kami, pembelajarannya sich lebih enak</i>
Comment 2	<i>Cara berbicaranya jangan jangan pakai bahasa Inggris terus ya Bu, dikit dikit pakai bahasa Indonesia ta..bu, kalau dikasih tugas misalnya suruh maju, sukarela aja, kan ntar yang gak bisa kasihan...Trus lebih enakanya kalau menjawabnya bareng bareng kayak kemarin.</i>
Comment 3	<i>Kesulitan saya dalam bahasa Inggris: saya kurang bisa memahami bagaimana membuat kalimat pertanyaan (susunan kata yang baik)</i>
Comment 4	<i>Apabila disuruh maju, kita tu sering nervous, jadi mau ngungkapin pertanyaan tu ragu ragu</i>
Comment 5	<i>Sebaiknya sebelum kami membuat pertanyaan, lebih baik dijelaskan terlebih dulu maksud dari teks tersebut.</i>
Comment 6	<i>Saya sangat senang jika sering sering ke lab multimedia karena tidak boring dan kalau membuat pertanyaan jangan cepat cepat ya Bu, karena kalau cepat cepat jadi gugup dan gak bisa konsentrasi</i>
Comment 7	<i>Kalau ibu ngasih pertanyaan menggunakan bahasa Inggris jangan terlalu cepat supaya kami paham pertanyaannya</i>
Comment 8	<i>I'm very happy and enjoy, pokoknya nyenengin, kalau bisa satu minggu 3-4 kali dech</i>
Comment 9	<i>Saya senang di didik bu Ani tap Bu Ani kalau ngasih pertanyaan jangan terlalu cepat</i>

Proposed solution:

- The researcher will translate every unknown sentence.
- The researcher will explain how to make questions in correct forms
- The researcher should be slower in stating her questions
- To prevent being nervous, the students should be put in the comfortable situation in order to make they confident to make and answer the questions

INTERVIEWING THE STUDENTS

Day/Date : Wednesday, April 30th, 2008
 Time : 09.00
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

Name	What is ReQuest technique?	Your feeling when being taught using ReQuest technique?	Its effect?	The difficulties?	Your comment to the next step?
Al Qur'anis	<i>Request itu kan minta bantuan ya Bu...hubungannya dengan reading, Jadi kita minta bantuan ke temen biar tanya apa yang kira kira keluar di latihan apa.</i>	<i>Sebenarnya seneng Bu, tapi kalau suruh buat pertanyaan, saya takut salah, grammar nya tu lho Bu, susah</i>	<i>Sebelum diberi pertanyaan, kita sudah bisa memprediksi</i>	<i>Pola kalimatnya Bu, trus vocabnya juga banyak yang belum tau</i>	<i>Kalau suruh buat pertanyaan, gak usah maju Bu, soalnya kalau maju, saya nervous.</i>
Esti	<i>Teknik biar kita paham dengan membuat pertanyaan dari teks</i>	<i>Lumayan mudah kok Bu..</i>	<i>Kalau baca aja kan gak tau maksudnya, kalau disuruh buat pertanyaan dulu, jadi lebih tau isinya.</i>	<i>Vocabnya bu, kalau gak tau artinya jadi males mbaca.</i>	<i>Kalau di kelas rame Bu, karena kebanyakan murid, banyak yang bicara sendiri jadi sedikit mengganggu</i>
Tika	<i>Mamahami bacaan dengan membuat WH questions</i>	<i>Biasa aja Bu, gak begitu susah, tapi yang paling susah kalau membuat inference questions</i>	<i>Lebih mudah mahaminya Bu</i>	<i>Kalau jawabannya tidak ada di bacaan</i>	<i>Ngasih waktunya terlalu cepet Bu, belum paham tapi dah diganti, tapi mau tanya malu, enakan di Lab bahasa Bu, tertutup temene, jadi yang salah siapa, jadi gak tahu.</i>

Puput	<i>Ngajari kita bagaimana membuat pertanyaan untuk memahami bacaan.</i>	<i>Takut kalau salah trus diketawain temen temen Bu..</i>	<i>Bisa lebih paham isi bacaan</i>	<i>Saya beum paham cara menyusun pertanyaan Bu..</i>	<i>Pelajarannya di lab bahasa aja Bu, soalnya lebih konsentrasi mbuat dan njawab pertanyaan</i>
Siti Khoirun Nisa	<i>Teknik untuk memahami teks dengan membuat pertanyaan</i>	<i>Takut salah Bu, kurang tau cara menyusun kalimat</i>	<i>Bisa lebih memahami bacaan karna gak secara langsung kita bisa mempersingkat, maksudnya udah tau isinya duluan</i>	<i>Yang paling susah inferences, kalau blank ya dilogika aja</i>	<i>Pelajarannya di lab aja Bu, soalnya lebih jelas, dan bisa memperhatikan dengan jelas</i>
Rika Fajar	<i>Membuat pertanyaan biar kita bisa memahami apa yang kita baca</i>	<i>Lebih paham Bu..</i>	<i>Efektif Bu, kita bisa tau cara menjawab</i>	<i>Yang paling susah tu main idea Bu, karna kadang bacaannya terlalu panjang jadi susah nyari ide pokoknya</i>	<i>Kadang di kelas suaranya kurang jelas Bu, lebih jelas pas di Lab Bahasa, tapi kalau di ruang multimedia juga enak deng, soalnya pakai LCD.</i>
Rosalina	<i>Yang buat pertanyaan trus jawabannya ada di bacaan tu Bu?</i>	<i>Sulit Bu, gak paham artinya</i>	<i>Jadi tambah mudeng Bu, soalnya disuruh tanya dulu mana yang gak tau artinya</i>	<i>Vocabnya Bu..</i>	<i>Enak jumlah murid sedikit Bu, jadi bisa buat banyak pertanyaan, dan kalau di lab itu aman Bu, soalnya Cuma kenal suaranya.</i>

LESSON PLAN OF CYCLE II

School	: SMK Diponegoro Salatiga
Subject	: English
Class	: X Accounting I
Semester	: Even
Academic year	: 2007/2008
Competence standard	: Communicating in English on the novice level.
Basic competence	: Understanding meaning of both in interpersonal and transactional texts formally and informally in reading request and command forms in daily life context.
Indicators	: <ol style="list-style-type: none">5. Developing their vocabularies6. Understanding the expressions used in “request and command” forms7. Understanding main idea8. Making inferences
Time	: Two meetings x 90 minutes
Learning Objectives	: Students are able to find the appropriate information in reading texts “request and command”.
Learning Material	: Request and command texts.
Learning method	: <ol style="list-style-type: none">4. Pre reading activity5. While reading activity6. Post reading activity
Teacher’s role	: <ol style="list-style-type: none">4. A facilitator who facilitates students to communicate among all participants in the classroom.5. A guide in classroom activities.6. An active participant during classroom activities.

Teaching and Learning Scenario:

No	Stages	Activities	Time
Meeting 1 In The Language Laboratory			
1	Pre reading activity	<ol style="list-style-type: none"> 1. greeting the students 2. checking students' attendance. 3. explaining the herringbone technique in order to make their questions are in a structured way. 4. doing brain storming in order to stimulate the students' comprehension about the text that they will read. 	15'
2	While reading activity	<ol style="list-style-type: none"> 1. asking the students to read the text silently and find out the other difficult words. 2. asking the students to read the first paragraph silently and close the text. 3. asking students to make reciprocal questioning by making detail and vocabularies questions. 4. writing details and vocabularies questions and their answers in the edge of Herringbone's scheme. 5. asking students to make reciprocal questioning by writing main idea's question and its answer in the Herringbone's body. 6. asking the students to make reciprocal questioning by making prediction questions 7. asking the students to write their prediction in the Herringbone's tail. 8. asking the students to compare their predictions. 9. giving the rest of the text to answer whose prediction is right and whose is wrong. 10. explaining the expressions used in giving request and command based on the texts. 	55'
3	Post reading activity	<ol style="list-style-type: none"> 1. asking them to request and command their friends to do something 2. asking students to submit their Herringbones' schemes. 	10'

Meeting 2 In the classroom			
1	Pre reading activity	1. greeting the students 2. checking students' attendance 3. asking them to make their seats into a circle 4. reminding them to the previous technique. 5. giving the clues about the topic that will be given by showing the front of invitations card e.g.: " <i>can you guess what it is?</i> "	15'
2	While reading activity	1. asking the students to make a group that consists of two students 2. giving the students the time to read the invitation card 3. asking them to make reciprocal questioning in the forms of detail, vocabularies, main idea, and inferences questions in pair 4. asking them to write it down in their Herringbones' schemes 5. asking them to change the invitation cards to their friends 6. giving them the time to read the invitation cards 7. asking them to make reciprocal questioning in the forms of detail, vocabularies, main idea, and inferences questions in pair 8. asking them to write it down in their Herringbones' schemes 9. the similar activities are done until all the invitations cards are clear enough	50'
3	Post reading activity	1. giving the other invitation cards and their questions 2. evaluating their answers	15'
Meeting 3 In the language laboratory			
1.	Pre reading activity	1. greeting the students 2. checking students' attendance 3. asking them to sit and use their headsets. 4. giving the clue about topic of the day. 5. giving the first text	15'

2.	While reading activity	<ol style="list-style-type: none"> 1. giving the time to the students to read the first text silently 2. asking the students to find difficult words and write them out and their meanings on a piece of paper 3. asking the students to do reciprocal questioning in all types of questions taught before. 4. asking them to write the questions in the Herringbone's scheme 5. asking students to push the button in order to deliver their questions to their friends 6. asking students to push the button if they can answer the questions from their friends. 7. asking them to complete their schemes by putting their friends' answers on it. 8. asking the students to do the similar activities until the content of the first text becomes clear and their schemes are complete. 9. giving the second text 10. doing activities 1 up to 7 	45'
3.	Post reading activity	<ol style="list-style-type: none"> 1. giving questions to the students and their choices based on the first and second texts 2. asking the students to push the button if their answers are similar to the intended choice 3. telling them the correct answer evaluating their answers 	20'

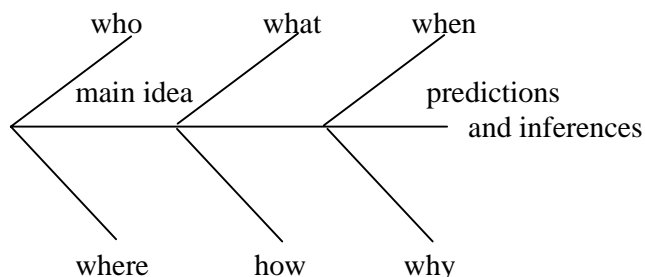
Media : Language laborator
Invitation cards

Sources : 2007. *Practice Your English: Improve Your English for International Communication*. Bandung: HUP.

Evaluation : The activities and tasks during teaching learning process.

STUDENTS' WORKSHEET OF MEETING 1

Herringbone's scheme:



The text:

There are two men in important position in my office, Mr. Thompson and Mr. White. Everyone enjoys working with Mr. Thompson, but no one likes Mr. White. Mr. Thompson is always thoughtful, and considerate. When he wants something done, he will ask: "would you mind getting this information for me, please?" Mr. White is just the opposite. He usually shouts across the room. "Get me this memorandum and hurry up"

Mr. White surprised us this morning. At first we thought he must be sick. He was kind and agreeable. "Miss. Ericson" he asked, "if it isn't too much trouble to you, could you please make these telephone call for me?" June Ericson was astonished. Right after that, Mr. White said "miss. Reed, would you so kind as to open the window? It's quite warm in here." Then he talked to me. "I'd appreciate very much if you'd mail these letters for me"

We could not imagine why he was behaving so strangely. Should we offer him aspirin? Or had Mr. White changes his personality?

What happens next?

The situation was soon cleared up. "Ladies" Mr. Thompson said. "I've been told that the president of the company will be here soon, he's very interested in the welfare of his employees and will have some questions to ask you about your working conditions here"

Post reading task:

1. The main idea of the paragraph is:
 - a. The differences of Mr. White's and Mr. Thompson's characteristics
 - b. The way to ask someone to do something
 - c. The changes of Mr. White's personality
 - d. The changes of Mr. Thompson's personality

2. Who is Mr. White?
 - a. The president of the company
 - b. Miss. Reed's employer
 - c. Miss. Reed's employee
 - d. Mr. Thompson's relative
3. Who will be asked about the welfare of the company?
 - a. Mr. White
 - b. Mr. Thompson
 - c. The employees
 - d. The president of the company
4. How is Miss. Ericson's response?
 - a. She is angry
 - b. She is surprised
 - c. She is happy
 - d. She is curious
5. What does the president of company come for?
 - a. To interview the employees
 - b. To raise the salary
 - c. To change Mr. White personality
 - d. To clear the situation.
6. "Mr. Thompson is always thoughtful and considerate"
The synonym of the underlined word is:
 - a. friendly
 - b. patient
 - c. polite
 - d. wise
7. "At first we thought he must be sick. He was kind and agreeable"
The synonym of the underlined word is:
 - a. friendly
 - b. patient
 - c. polite
 - d. wise
8. From the paragraph above, we can infer that:
 - a. Mr. White does not have good reputation in the office
 - b. Mr. White is sick
 - c. Mr. White likes helping
 - d. Mr. White does not know that the president of the company will come
9. From the last paragraph, we can infer that:
 - a. The presidents of the company will raise salary
 - b. All employees in the company are woman
 - c. The president of the company is afraid of Mr. Thompson
 - d. The president of the company is a cruel person
10. What is aspirin for?
 - a. A stomachache
 - b. Sore throat
 - c. A headache
 - d. Toothache

STUDENTS' WORKSHEET OF MEETING 2

Salatiga, June 1st 2008

Dear Cha Cha

Please come to my sixteenth birthday party on Sunday, June 4th 2008 at 08.00 p.m. in Amarta Room, Graha Santika Hotel

I'll be happier if Aunt Alice and Abel Hermawan too

Thanks for coming
Love

Andri

1. What is the main purpose of the letter?
 - a. to refuse
 - b. to accept
 - c. to clarify
 - d. to invite
2. What time will the party be done?
 - a. At 08.00 morning
 - b. At 08.00 evening
 - c. At 04.00 morning
 - d. At 04.00 evening
3. How old is Andri when he wrote the letter?
 - a. 15 years old
 - b. 16 years old
 - c. 17 years old
 - d. 18 years old
4. "Please come to my sixteenth birthday party"
The opposite of the underlined word is:
 - a. go
 - b. leave
 - c. run
 - d. stay
5. From the letter, it can be inferred that:
 - a. Cha Cha can not go to the party because she should go school at that day
 - b. Andri does not give the invitation letter to Abel
 - c. Alice is Cha Cha's aunt
 - d. Andri asks Cha Cha to come alone

Salatiga, 30th April 2008

Dear Hana,

I'm going to celebrate
my birthday party,
I hope you'll come to my home to celebrate
my party together with other friends
The party will be:

5th May 2008 at 06.30 p.m.
In my home

Thanks for your coming

Your friend

Mardhiyah

6. What is the form of the party?
 - a. Gathering party
 - b. Birthday party
 - c. Wedding party
 - d. Thanksgiving party
7. Where will the party be?
 - a. in the hotel
 - b. in the park
 - c. in the house
 - d. in the restaurant
8. Who is Hana?
 - a. Mardhiyah's friend
 - b. Mardhiyah's relative
 - c. Mardhiyah's mother
 - d. Mardhiyah's teacher
9. "I hope you'll come to my home"
The underlined word has similar meaning to:
 - a. thank
 - b. appreciate
 - c. wait
 - d. expect
10. From the letter, we can infer that:
 - a. Hana lives near Mardhiyah's house.
 - b. Mardhiyah celebrate the party
 - c. Mardhiyah does not invite other friends
 - d. Hana held the party in the morning

STUDENTS' WORKSHEET OF MEETING 3

Read and make reciprocal questioning based on the following letter

March 15th, 2008
Sales Manager
PT. Nusa Indah
Jl. Soekarno-Hatta km. 105
Sidoarjo

Dear Sir,

When we visited your stand, we were so impressed with your product. We would like to order five sets of single bed. These items should be carefully sent by truck for safety reason. I will arrange payment by the bank transfer, therefore, please let me know your account number

Yours faithfully

Riska Amalia

Make reciprocal questioning based on the following letter and answer the questions below:

REZZA'S BUOTIQUE
Jl. Aneka Jaya 75 Jakarta
Telp/Fax: 021 – 313238

PT. Kusuma Abadi Garments
Jl. Raya Bogor 66
Bogor 51567

Dear Sirs,

I'm interested in your product in a fortnightly magazine about your long dress. I wonder if I could reserve three pieces of each color, size and model through the delivery service. I would buy it if you could tell me the terms of payment and your account number.

I'm looking forward to hearing from you, preferably by its brochures.

Your sincerely,

Rezza Putra

Manager

1. What is the main purpose of the letter?
 - a. To sell a product
 - b. To know the terms of payment
 - c. To reserve the product
 - d. To ask the brochures
2. Who is Rezza Putra?
 - a. The manager of P.T. Kusuma Abadi Garments
 - b. The manager of Rezza's boutique
 - c. The receiver of the letter
 - d. The brochures publisher
3. "I'm interested in your product in a fortnightly magazine about your long dress"
The underlined word has similar meaning to:
 - a. Daily magazine
 - b. Four days magazine
 - c. Weekly magazine
 - d. Two-weekly magazine
4. "If I could reserve three pieces of each color...."
The underlined word has similar meaning to:
 - a. Buy
 - b. Deliver
 - c. Offer
 - d. Order
5. What does the receiver probably do after reading the letter?
 - a. Reply the letter
 - b. Call the sender
 - c. Send the bill to Rezza
 - d. Send Rezza the account number

POST READING OF MEETING 1 CYCLE 2

Day/Date : Thursday, 22nd may 2008
Time : 09.30
School : SMK Diponegoro Salatiga
Subject : English
Class : X Accounting 1
Semester : Even
Academic Year : 2007/2008

[illegible]

35	1	1	1	1	1	0	1	0	1	0	7	70
36	1	1	1	1	1	1	1	0	0	0	7	70
37	0	1	1	1	1	0	1	1	1	1	8	80
38	0	1	0	1	0	1	0	0	1	1	5	50
39	0	1	1	1	1	0	1	1	0	1	7	70
40	0	0	1	1	1	1	0	1	0	1	6	60
41	0	1	1	1	1	1	1	0	1	0	7	70
42	0	1	1	1	1	0	1	0	1	1	7	70
43	0	1	1	1	1	0	1	0	0	1	6	60
44	0	1	1	1	1	1	1	1	1	1	9	90
	12	38	40	42	40	26	30	23	25	30		

Main idea questions:

$$\frac{12}{42} \times 100 = 28.6\%$$

Detail questions:

$$\frac{38 + 40 + 42 + 40}{4} = 40$$

$$\frac{40}{42} \times 100 = 95.2\%$$

Vocabulary questions:

$$\frac{26 + 30}{2} = 28$$

$$\frac{28}{42} \times 100 = 66.7\%$$

Inference questions:

$$\frac{23 + 25 + 30}{3} = 26$$

$$\frac{26}{42} \times 100 = 61.9\%$$

Questions category	R (%) Meeting 1
Main idea	12 students (28.6%)
Detail	40 students (95.2%)
Vocabulary	28 students (66.7%)
Inference	26 students (61.9%)

POST READING OF MEETING 2 CYCLE 2

Day/Date : Friday, 23rd may 2008
 Time : 09.30
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

Types of question	main idea	detail	detail	vocabulary	inference	detail	detail	detail	vocabulary	inference	R	Scores
Students' number												
1	1	1	1	1	1	1	1	1	1	1	10	100
2	1	0	1	0	1	1	1	1	0	1	7	70
3	1	1	1	1	1	1	1	1	0	0	8	80
4	1	1	1	1	1	1	1	1	1	0	9	90
5	1	1	1	0	1	1	1	1	1	1	9	90
6	1	1	0	1	1	1	1	1	0	1	8	80
7	1	1	1	1	1	1	1	1	1	1	10	100
8	1	0	1	1	1	1	1	1	0	1	8	80
9	1	0	0	0	1	1	1	1	1	1	7	70
10	1	0	0	1	1	1	1	1	0	1	7	70
11	1	1	1	1	1	1	1	1	0	0	8	80
12	1	1	1	0	0	1	1	1	1	0	7	70
13	1	1	1	1	1	1	0	0	0	0	6	60
14	1	0	0	0	0	1	1	1	1	1	6	60
15	0	1	1	0	0	0	0	1	1	1	5	50
16	1	1	1	0	0	1	1	1	0	0	6	60
17	1	1	0	1	1	1	1	1	1	0	8	80
18	1	0	0	1	1	1	0	1	1	0	6	60
19	1	1	0	1	0	1	1	1	1	1	8	80
20	1	1	1	1	1	1	1	1	0	0	8	80
21	1	0	1	1	0	1	1	1	1	1	8	80
22	1	1	1	1	1	1	1	1	1	1	10	100
23	1	0	0	0	0	1	1	1	1	1	6	60
24	1	0	1	1	1	1	1	1	0	0	7	70
25	1	1	1	1	1	1	1	1	1	0	9	90
26	1	1	1	1	0	1	1	1	1	1	9	90
27	1	1	1	1	0	1	1	1	1	1	9	90
28	1	1	0	0	1	1	1	1	1	1	8	80
29	0	0	1	1	1	1	1	1	1	1	8	80
30	0	0	1	1	1	1	1	1	1	1	8	80
31	1	1	0	1	0	1	1	1	0	1	7	70
32	1	1	0	1	0	1	1	1	0	1	7	70
33	1	1	0	1	1	1	1	1	1	0	8	80
34	1	0	0	1	1	1	1	1	1	1	8	80
35	0	1	0	0	0	1	1	1	1	1	6	60

36	1	0	0	1	0	1	1	1	1	0	6	60
37	0	1	0	0	0	1	1	1	1	1	6	60
38	1	1	0	1	0	1	1	1	0	0	6	60
39	1	1	0	1	0	1	1	1	0	0	6	60
40	1	1	1	1	1	1	1	1	0	0	8	80
41	1	1	0	1	0	1	1	1	1	0	7	70
42	1	1	1	0	1	1	1	1	0	1	8	80
43	1	1	0	0	1	1	1	1	1	1	8	80
44	1	1	1	1	1	1	1	1	1	0	9	90
	39	31	24	31	27	43	41	43	28	26		3330

Main idea questions:

$$\frac{39}{44} \times 100 = 88.64\%$$

Detail questions:

$$\frac{31 + 24 + 43 + 41 + 43}{5} = \frac{182}{5} = 36$$

$$\frac{36}{44} \times 100 = 81.82\%$$

Vocabulary questions:

$$\frac{31 + 28}{2} = 29$$

$$\frac{29}{44} \times 100 = 65.91\%$$

Inference questions:

$$\frac{27 + 26}{2} = 26$$

$$\frac{26}{44} \times 100 = 59.09\%$$

Questions category	R (%) Meeting 2
Main idea	39 students (88.64%)
Detail	36 students (81.82%)
Vocabulary	29 students (65.91%)
Inference	26 students (59.09%)

The scores' system categories:

No	Name	R	S (%)	Score	Category
1.	ST 1	10	100	100	Very good
2.	ST 2	7	70	70	Good
3.	ST 3	8	80	80	Good
4.	ST 4	9	90	90	Very good
5.	ST 5	9	90	90	Very good
6.	ST 6	8	80	80	Good
7.	ST 7	10	100	100	Very good
8.	ST 8	8	80	80	Good
9.	ST 9	7	70	70	Good
10.	ST 10	7	70	70	Good
11.	ST 11	8	80	80	Good
12.	ST 12	7	70	70	Good
13.	ST 13	6	60	60	Fair
14.	ST 14	6	60	60	Fair
15.	ST 15	5	50	50	Fair
16.	ST 16	6	60	60	Fair
17.	ST 17	8	80	80	Good
18.	ST 18	6	60	60	Fair
19.	ST 19	8	80	80	Good
20.	ST 20	8	80	80	Good
21.	ST 21	8	80	80	Good
22.	ST 22	10	100	100	Very good
23.	ST 23	6	60	60	Fair
24.	ST 24	7	70	70	Good
25.	ST 25	9	90	90	Very good
26.	ST 26	9	90	90	Very good
27.	ST 27	9	90	90	Very good
28.	ST 28	8	80	80	Good
29.	ST 29	8	80	80	Good

30.	ST 30	8	80	80	Good
31.	ST 31	7	70	70	Good
32.	ST 32	7	70	70	Good
33.	ST 33	8	80	80	Good
34.	ST 34	8	80	80	Good
35.	ST 35	6	60	60	Fair
36.	ST 36	6	60	60	Fair
37.	ST 37	6	60	60	Fair
38.	ST 38	6	60	60	Fair
39.	ST 39	6	60	60	Fair
40.	ST 40	8	80	80	Good
41.	ST 41	7	70	70	Good
42.	ST 42	8	80	80	Good
43.	ST 43	8	80	80	Good
44.	ST 44	9	90	90	Very good
Total				3330	Good
Mean				75,68	

Numbers of items = 10

S = *the student's mastery in %*

R = *the student's right answer*

POST READING OF MEETING 3 CYCLE 2

Day/Date : Saturday, 24th may 2008
 Time : 09.30
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

Types of question							
Students' number	main idea	detail	vocabulary	vocabulary	inference	R	Scores
1	1	1	1	1	1	5	100
2	1	1	0	1	1	4	80
3	1	1	0	1	1	4	80
4	1	1	1	1	1	5	100
5	1	1	1	1	1	5	100
6	1	1	1	1	1	5	100
7	1	1	1	1	1	5	100
8	1	1	1	1	1	5	100
9	1	1	1	1	1	5	100
10	1	1	0	1	1	4	80
11	1	1	0	1	1	4	80
12	1	1	1	1	1	5	100
13	1	1	0	1	1	4	80
14	1	1	0	1	1	4	80
15	1	0	1	1	0	3	60
16	1	1	0	1	1	4	80
17	1	1	1	1	1	5	100
18	1	1	1	0	0	3	60
19	1	1	1	1	1	5	100
20	1	1	0	1	1	4	80
21	1	1	1	1	1	5	100
22	1	1	1	1	1	5	100
23	1	1	0	1	1	4	80
24	1	1	1	1	1	5	100
25	1	1	0	1	1	4	80
26	1	1	1	1	1	5	100
27	1	1	1	1	1	5	100
28	1	1	1	1	1	5	100
29	1	1	0	1	1	4	80
30	1	1	1	1	1	5	100
31	1	1	1	1	1	5	100
32	1	1	0	1	1	4	80
33	1	1	1	1	1	5	100
34	1	1	1	1	1	5	100
35	1	1	1	0	0	3	60

36	1	0	1	1	1	4	80
37	1	0	1	1	1	4	80
38	1	1	0	1	1	4	80
39	1	1	0	1	0	3	60
40	0	1	1	1	1	4	80
41	1	1	1	1	1	5	100
42	1	1	1	1	1	5	100
43	1	1	1	1	1	5	100
44	1	1	1	1	1	5	100
	43	41	30	42	40		

Main idea questions:

$$\frac{43}{44} \times 100 = 97.73\%$$

Detail questions:

$$\frac{41}{44} \times 100 = 93.18\%$$

Vocabulary questions:

$$\frac{30 + 42}{2} = 36$$

$$\frac{36}{44} \times 100 = 81.82\%$$

Inference questions:

$$\frac{40}{44} \times 100 = 90.91\%$$

Questions category	R (%) Meeting 3
Main idea	43 students (97.73%)
Detail	41 students (93.18%)
Vocabulary	36 students (81.82%)
Inference	40 students (90.91%)

STUDENTS' FIELD NOTES

Day/Date : Saturday, 24th may 2008
 Time : 09.30
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

Comment 1	<i>Cara pengajarannya mudah dimengerti dan menjadikan kita mengerti dan memahami teks tersebut.</i>
Comment 2	<i>Saya merasa senang dan lebih dapat memahami materi dengan metode yang Bu. Ani berikan dengan membuat pertanyaan berdasarkan suatu teks.</i>
Comment 3	<i>Sebenere ngajarinnnya nyenengin banget sich buk, tapi kalau gak siap bawaannya jantungnya mau copot, dag dig dug. But I'm happy.</i>
Comment 4	<i>Lebih menyenangkan, menarik dan mudah dipahami dan saya lebih nyaman di lab daripada di kelas.</i>
Comment 5	<i>Mengajarnya nyenengin dan tidak ngebosenin, asalkan di lab looch, gak dikelas, soalnya kalau di lab lebih leluasa dan bisa mencari suasana baru.</i>
Comment 6	<i>Cara pengajarannya lebih menarik dan lebih mudah dimengerti</i>
Comment 7	<i>Menarik. Lebih mudah dimengerti</i>
Comment 8	<i>Kami merasa bertambah pengetahuan yang sebelumnya kami belum ketahui</i>
Comment 9	<i>Saya merasa senang dengan tehnik yang telah diberikan dan memperoleh ilmu atau pengetahuan walau sedikit.</i>
Comment 10	<i>Saya merasa senang soalnya yang awalnya saya gak bisa buat undangan dengan bahasa Inggris sekarang jadi bisa.</i>
Comment 11	<i>Saya tadi sebel gara gara gak pelajaran akuntansi karena diganti bahasa Inggris tapi saya tidak jadi menyesal dan lama lama suka pelajaran ini.</i>
Comment 12	<i>Kegiatan ini sangat baik dan berguna untuk lebih menambah pengetahuan siswa.</i>

Comment 13	<i>Sulit, ndak paham karena dekat Seno bikin pusing, he he he.</i>
Comment 14	<i>Kita merasa tambah tau bagaimana cepet memahami undangan atau bacaan lainnya.</i>
Comment 15	<i>Kami merasa senang dan tambah wawasan tapi ada gak senengnya karena gak tau artinya.</i>
Comment 16	<i>Metode sangat kreatif.</i>
Comment 17	<i>Sangat menarik dan menyenangkan.</i>
Comment 18	<i>Dengan tehnik ini, kita bisa mengerti bagian bagian dari undangan, karena menurut saya, membuat undangan itu lumayan sulit, jadi dengan metode ini, memudahkan kita membuat surat.</i>
Comment 19	<i>Lebih enak melakukan tanya jawab karena semuanya aktif.</i>
Comment 20	<i>Sangat menyenangkan, bisa berfikir dengan cepat dan menemukan pertanyaan yang insyaAllah mudah dijawab.</i>
Comment 21	<i>Lebih mudah dan relax.</i>
Comment 22	<i>Sangat menyenangkan, melatih konsentrasi. Kalau bisa untuk pelajaran bahasa Inggris seterusnya diganti seperti ini.</i>
Comment 23	<i>Kami merasa terbantu menghafalkan kata kata yang belum Kami ketahui sebelumnya.</i>
Comment 24	<i>Dengan tehnik ini, kami merasa mudah untuk membuat ataupun menjawab pertanyaan.</i>
Comment 25	<i>Mengajarnya nyenengin dan tidak ngebosenin</i>
Comment 26	<i>Lebih menyenangkan, menarik, dan mudah dipahami</i>
Comment 27	<i>Tehniknya memaksa kita buat lebih aktif dikelas.</i>
Comment 28	<i>Bawaannya deg deg an...</i>
Comment 29	<i>Untuk pertemuan berikutnya, tolong dijrlaskan urutan menyusun pertanyaan yang benar</i>
Comment 30	<i>Sesekali ngasih soalnya jangan berupa teks atau paragraph dong, kan bosen.</i>
Comment 31	<i>Dulu saya males baca teks berbahasa Inggris, tapi kalau pakai permainan seperti ini, saya jadi suka.</i>
Comment 32	<i>Lebih baik dari cara mengajar guru biasanya</i>
Comment 33	<i>Teksnya macem macem, jadi tidak boring</i>

Comment 34	<i>Dengan tehnik ini, saya sering njawab bener, jadi seneng.</i>
Comment 35	<i>Aku seneng belajar bahasa Inggris dengan ibu, tapi jangan pake bahasa Inggris terus coz kagak tau.</i>
Comment 36	<i>Waktu ngomong pake bahasa Inggris, kadang lucu kalau denger suara sendiri, ketoe ragu.</i>
Comment 37	<i>Bisa nebak apa pertanyaan yang akan diberikan di latihan selanjutnya.</i>
Comment 38	<i>Jadi nunggu nunggu kapan dikasih teks yang baru lagi</i>
Comment 39	<i>Jadi punya rumus menebak pertanyaan dari guru.</i>
Comment 40	<i>Jantungku mau copot, dag dig dug gak karuan.</i>
Comment 41	<i>Bisa cepet paham bacaan</i>
Comment 42	<i>Kalo diajar pake cara ini gak enak Bu, gak bisa bercanda.</i>
Comment 43	<i>Sebenere punya banyak pertanyaan buat temen temen, tapi mau ngomong malu, takut salah.</i>
Comment 44	<i>Saya jadi pengen buat pertanyaan sebanyak banyaknya.</i>

QUESTIONNAIRE

The effectiveness of Reciprocal Questioning and herringbone techniques to improve reading comprehension.

Choose your answer by ticking the statement below

Students' number	Effective	Not effective
1.	✓	
2.	✓	
3.	✓	
4.	✓	
5.	✓	
6.	✓	
7.	✓	
8.	✓	
9.	✓	
10.	✓	
11.	✓	
12.	✓	
13.	✓	
14.	✓	
15.		✓
16.	✓	
17.	✓	
18.		✓
19.	✓	
20.	✓	
21.	✓	
22.	✓	
23.	✓	
24.	✓	
25.	✓	
26.	✓	
27.	✓	
28.	✓	
29.	✓	
30.	✓	
31.		✓
32.		✓
33.	✓	
34.	✓	
35.	✓	
36.		✓
37.		✓

38.	✓	
39.	✓	
40.		✓
41.	✓	
42.		✓
43.		✓
44.	✓	
TOTAL	35 (79.55%)	9 (20.45%)

POSTTEST OF CYCLE 2

Day/Date : Tuesday 27th may 2008
 Time : 09.30
 School : SMK Diponegoro Salatiga
 Subject : English
 Class : X Accounting 1
 Semester : Even
 Academic Year : 2007/2008

No	Name	R	S (%)	Score	Category
1.	ST 1	11	73	73	Good
2.	ST 2	8	53	53	Fair
3.	ST 3	11	73	73	Good
4.	ST 4	10	67	67	Good
5.	ST 5	13	87	87	Very good
6.	ST 6	9	60	60	Fair
7.	ST 7	11	73	73	Good
8.	ST 8	11	73	73	Good
9.	ST 9	13	87	87	Very good
10.	ST 10	7	47	47	Fair
11.	ST 11	8	53	53	Fair
12.	ST 12	10	67	67	Good
13.	ST 13	9	60	60	Fair
14.	ST 14	8	53	53	Fair
15.	ST 15	10	67	67	Good
16.	ST 16	10	67	67	Good
17.	ST 17	8	53	53	Fair
18.	ST 18	13	87	87	Very good
19.	ST 19	9	60	60	Fair
20.	ST 20	9	60	60	Fair
21.	ST 21	12	80	80	Good
22.	ST 22	10	67	67	Good
23.	ST 23	13	87	87	Very good

T-TEST OF CYCLE 2

pretest	posttest	difference	D²
67	73	7	44
47	53	7	44
53	73	20	400
53	67	13	178
73	87	13	178
60	60	0	0
80	73	-7	44
67	73	7	44
60	87	27	711
53	47	-7	44
40	53	13	178
53	67	13	178
53	60	7	44
40	53	13	178
47	67	20	400
53	67	13	178
47	53	7	44
47	87	40	1600
67	60	-7	44
53	60	7	44
67	80	13	178
80	67	-13	178
53	87	33	1111
40	53	13	178
60	67	7	44
73	67	-7	44
53	60	7	44
73	80	7	44
60	73	13	178
53	67	13	178
80	87	7	44
47	40	-7	44
53	53	0	0
53	60	7	44
47	67	20	400
33	27	-7	44
33	33	0	0
47	60	13	178
53	60	7	44
47	40	-7	44
60	60	0	0
40	47	7	44
47	53	7	44
67	40	-27	711
		313	8400

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$t = \frac{7.12}{\sqrt{\frac{8400 - \frac{(313)^2}{44}}{44(44-1)}}$$

$$t = 3.94$$

Because of t_o (3.94) is higher than $t_{(43, 0.05)}$ (1.68), it can be concluded that there is a significant improvement between pretest and posttest in the second cycle.

T-TEST OF CYCLE 1 AND CYCLE 2

Pretest	Posttest	Difference	D ²
47	73	27	711
40	53	13	178
40	73	33	1111
40	67	27	711
67	87	20	400
53	60	7	44
80	73	-7	44
47	73	27	711
67	87	20	400
40	47	7	44
53	53	0	0
47	67	20	400
40	60	20	400
40	53	13	178
33	67	33	1111
40	67	27	711
53	53	0	0
40	87	47	2178
53	60	7	44
53	60	7	44
53	80	27	711
80	67	-13	178
40	87	47	2178
47	53	7	44
47	67	20	400
73	67	-7	44
60	60	0	0
67	80	13	178
53	73	20	400
53	67	13	178
33	87	53	2844
33	40	7	44
60	53	-7	44
60	60	0	0
20	67	47	2178
27	27	0	0
27	33	7	44
40	60	20	400
40	60	20	400
33	40	7	44
47	60	13	178
33	47	13	178
33	53	20	400
60	40	-20	400
		653	20889

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$t = \frac{14.85}{\sqrt{\frac{20889 - \frac{(653)^2}{44}}{44(44-1)}}$$

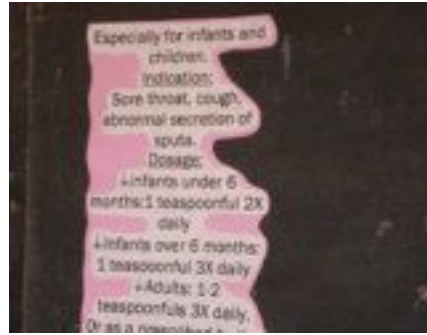
$$t = 2.43$$

Because of t_o (2.43) is higher than $t_{t(43, 0.05)}$ (1.68), it can be concluded that there is a significant improvement between first cycle and second cycle.

Research Pictures

CYCLE 1

Meeting 1



The students paid attention to the text



Whole Class Reciprocal Questioning



In Pair Reciprocal Questioning



The students practiced to give the first aid to the heatstroke victims based on the text

Meeting 2



The students pretended as the teacher in doing reciprocal questioning



The students practiced how to get to the post office based on the map

Meeting 3



Reciprocal Questioning between the students and teacher and Reciprocal Questioning among students

CYCLE 2

Meeting 1



The students made Reciprocal Questioning based on their herringbone schemes

Meeting 2



The students made a circle to do Reciprocal Questioning



The students did In Pair Reciprocal Questioning using their herringbone schemes

Meeting 3



The students did Reciprocal Questioning controlled by the teacher through the facilities in the language laboratory